DOCUMENT RESUME

ED 385 623 UD 030 513

AUTHOR	D'Angelo, Diane; And Others
TITLE	Resources for Recruiters.
INSTITUTION	RMC Research Corp., Portsmouth, NH.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE	95
CONTRACT	DHHS-105-93-8121
NOTE	148p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Children; Community Involvement; Disadvantaged Youth; Enrollment; *Family Involvement; Program Development; Public Relations; *Recruitment; *Resources; *Social Services; Workshops

ABSTRACT

Recruitment of participants is a long-standing practice for many programs serving children and families, although the way in which it is approached varies greatly. This volume is presented as a practical tool for practitioners to use in systematizing their recruitment efforts. Section 1, "Reaching Diverse Families," contains an interactive workshop, with presenter's guide, overheads, and handouts. It is designed for all program staff, realizing that all staff members represent the program at some time. The workshop is planned to guide participants in developing a comprehensive recruitment program. Section 2, "Communicating with Families and Community Partners," represents the tool kit section, with a series of tip sheets offering guidance on how to write effectively for parents, advertise a program in one page or less, use the media effectively, develop focus papers, and use newsletters. Section 3 presents additional resources, offering a quick reference list of 31 resources, an annotated bibliography of 30 items, and a list of 17 resource organizations. Nineteen overheads and 6 tip sheets complement the workshop presentation. (SLD)

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Resources FOR Recruiters

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Resources FOR *Recruiters*

Written by: Diane D'Angelo and Sharon Beckstrom with Susan Bates

This resource was developed by staff at RMC Research Corporation, 1000 Market Street, Portsmouth, New Hampshire under a Small Business Innovation and Research Contract (#105-93-8121) for the Department of Health and Human Services, Administration for Children and Families, Division of Research and Evaluation. The suggested practices described herein are not necessarily endorsed by ACYF as official policy.

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How This Book Is Organized

This book is organized into three sections after the preface. The diagram below shows the parts of each section.

1 Reaching Diverse Families

INTRODUCTION	**Workshop Part I** Understanding Recruitment	**Workshop Part II** Understanding the Community	**Workshop Part III** Understanding the Family	**Workshop Part IV** Designing a Recruitment Plan

2 Communicating with Families & Community Partners

INTRODUCTION	**Tip Sheets and Samples**

3 Additional Resources

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PREFACE

Early in the development of *Resources for Recruitment,* RMC staff interviewed a number of practitioners about their programs' recruitment practices and found that most of the programs had a history of recruitment activities that included the use of a variety of strategies (e.g., fliers, posters, door to door canvassing). But despite having experience, practitioners expressed the need for additional information and training that would make their recruitment efforts more effective and efficient. In response to this interview data, RMC designed *Resources for Recruiters* as a practical tool for practitioners to use in systematizing their recruitment efforts.

For ease of use, *Resources for Recruiters* has been divided into three primary sections that together provide practitioners with practical information and training ideas to assist them in expanding their recruitment efforts. These sections include:

Section 1: Reaching Diverse Families

This section contains an interactive workshop, complete with presenter's guide, overheads and handouts. It was designed to be presented to all program staff, realizing that all staff members represent the program to families at some time and all have unique perspectives that can broaden recruitment efforts.

This workshop was designed to guide participants in developing a comprehensive recruitment plan. Through workshop activities, participants will answer the following questions:

What do potential participants want to know about our program?

What do we need to know about the target audience we want to reach?

What is the best way to reach our target audience?

How can we make recruitment work as a part of everyone's job?

Section 2: Communicating with Families and Community Partners

This represents the "tool kit" section of *Resources for Recruitment* and includes a series of tip sheets offering guidance on how to write effectively for parents, advertise a program in one page or less, use the media effectively, develop focus papers, and utilize newsletters.

Section 3: Additional Resources

No resource effort can hope to contain all the information that practitioners would need to broaden the scope of their recruitment efforts. This section offers a quick reference list, annotated bibliography and organizational resource directory to point practitioners toward additional information.

Although the idea for *Resources for Recruitment* was originally conceived by RMC Research staff, the end product is the result of input and ideas from a variety of sources. Our thanks go to the Head Start, Migrant Head Start, Chapter 1 and Even Start practitioners who provided feedback and comments during field testing; staff from the National Head Start office; and our panel of consultants* for their efforts in making this endeavor possible. In particular, we would like to thank our Project Officer, Howard Ledder (Division of Research and Evaluation, Administration for Children and Families) for his continual support and guidance during the development of this work.

*Many thanks to the consultants who served on this project:

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All materials in *Resources for Recruitment* were developed under a Small Business Innovation and Research contract for the Administration of Children and Families, the Division of Research and Evaluation.

1 *Reaching Diverse Families*

INTRODUCTION

WORKSHOP PART I
Understanding Recruitment

WORKSHOP PART II
Understanding the Community

WORKSHOP PART III
Understanding the Family

WORKSHOP PART IV
Designing a Recruitment Plan

Workshop Overview and Rationale

Recruitment is a long standing practice for many programs serving children and families, but how recruitment is implemented in individual programs can vary widely. Some programs view recruitment as a one-time event, while others view recruitment as an on-going process over time. Some programs have sufficient waiting lists of interested participants to decrease the need for formal recruitment activities, while other programs must employ a variety of strategies over time to attract potential participants. Finally, some programs have a fairly open entry policy, while others, often because of funding requirements, must reach out to a specific target group (e.g., low income families with four year olds; recent immigrant families) within a community. *Reaching Diverse Families* can be a valuable tool for all of these programs, but it will most benefit those programs who find that they must actively reach out to a specific target population.

Reaching Diverse Families was developed to provide practitioners, who are interested in improving their recruitment efforts, with practical training and tools to help them become more planful about their recruitment efforts. It is based on the premise that recruitment is:

- a communication process for "getting a message out" to those who the program would like to enroll as participants;
- most effective when messages about program services are clear and conveyed through a variety of strategies that are appealing and accessible to potential participants; and
- successful when efforts are ongoing, comprehensive and systematic.

This resource is also based on the premise that there is no "right" way to recruit. Rather, each program will need to identify a series of strategies that will work best for them in their own community. The role of the presenter or trainer is to facilitate a process that builds the capacity of recruiters to be their own problem solvers, using the ideas and materials in *Reaching Diverse Families* as a guide.

WORKSHOP AUDIENCE

This workshop series is designed for all program staff, realizing that every staff member represents the program to families at some time, and that each staff member may have unique perspectives that can strengthen recruitment efforts. It can also be easily adapted for use with parents and community agency representatives who may be part of a program's recruitment efforts.

WORKSHOP ORGANIZATION

Reaching Diverse Families is a four part workshop series designed to take the learner (those attending the workshop training) through a process that will assist them in becoming more systematic in "getting their program messages out" to the appropriate audiences. In this case, the

appropriate audiences are those potential participants who can benefit from program services. The specific workshop parts include:

Part I: Understanding Recruitment

Part I introduces learners to the concept of recruitment as "marketing" a program's services. It includes an overview of the entire workshop series and begins the process for developing a comprehensive recruitment plan. As a result of participating in this training, learners will:

- define recruitment as a communication process;
- understand how individual parts of this training will build their capacity to develop an effective recruitment plan;
- develop a common understanding of the messages and services that their program will use in recruiting program participants; and
- define their target population(s).

Part II: Understanding the Community

The purpose of this part of the workshop is for participants to take a "fresh look" at the community being served by their program, in order to determine who might be in need of the program's services. As a result of participating in this training, learners will identify:

- the boundaries of the community being served by their program;
- who in the community would benefit from their services;
- other organizations already interacting with these families; and
- priority "targets" for recruitment.

Part III: Understanding the Family

The information and activities in this part of the workshop are designed to set the stage for recruiting in a multicultural environment. Part of marketing a program is understanding how its messages and program are perceived by others. That perception will vary from family to family, based on the family's perception about their need for services and the value of what a program has to offer.

As a result of participating in this workshop, learners will:

- appreciate that everyone has a culture;
- understand that culture is more than race and ethnicity;
- consider three levels of culture; and
- recognize how cultural values influence recruitment.

Part IV: Designing a Recruitment Plan

This final part of the workshop series is designed to build the capacity of program staff to develop an organized and comprehensive recruitment plan. It provides a format for integrating the information that emerged from the previous workshop parts into a concrete "how to" approach to recruiting. As a result of participating in this training, learners will:

- understand the underlying principles of effective recruitment;
- build their capacity to analyze the effectiveness of current recruitment practices;
- identify changes in recruitment practices that will reach a target population more effectively; and
- develop a comprehensive and systematic recruitment plan.

Each part of the workshop begins with an introductory section outlining the key message, expected learner outcomes, preparation tips for the presenter and an *At A Glance* overview of activities and time estimates, with suggested handouts and audio/visual needs. A scripted presenter's guide follows, with handouts and paper copies of overheads. When preparing to implement the workshop series the presenter should also review Sections 2 and 3 and use the resources in these sections to adapt and extend training.

Since practitioners will have a range of experience in recruiting, presenters are encouraged to modify the sequence of training and individual activities in this workshop series to fit comfortably with their own presentation style and to meet the needs of individual programs and staff. Finally, presenters should also be aware that the time suggested for each activity is an **estimate** and will most likely vary greatly from group to group.

Part I: Understanding Recruitment

Background/Preparation

One of Webster's definitions for *recruitment* is "to enlist (new members) for a party or organization." Another way to think about recruitment is as a marketing or communication strategy, as a process for getting your program's message to the potential end users of your services.

Most programs already employ a variety of strategies (flyers, posters, door to door canvassing, etc.) to recruit potential program participants. This training is designed to build the capacity of those responsible for recruitment, to develop a more comprehensive and systematic plan for reaching their target audience. The process of developing a comprehensive recruitment plan begins with a clear understanding of both the services a program has to offer and the target audience for those services.

In preparing to facilitate this first part of the workshop, it will be important for you to be familiar with the program(s) for which you are providing training. For many programs, their services, target audience and/or service area are defined by their funding source. Familiarize yourself with the applicable federal, state and/or local guidelines. It would also be helpful to know what types of participants the program(s) is currently reaching through recruitment efforts. Reviewing funding guidelines and interviewing the program director should provide you with sufficient information to tailor this training to your specific audience and to help guide learners through the activities.

Part I introduces learners to the four parts of this training workshop and begins the process of developing a comprehensive recruitment plan by exploring the key message and objectives listed below. In order to present a clear overview of how the four parts of this workshop fit together, your preparation for the first part should include a thorough review of the entire workshop series.

Key Message for Participants

Recruitment is "getting your message out" to the appropriate audience in order to connect the services you have to offer with those who can benefit from them. This process begins with developing a common understanding of the services you have to offer, the messages you are trying to promote, and the groups you would most like to attract to your program.

Learner Objectives

As a result of participating in this training, learners will:

- define recruitment as a communication process;
- understand how the individual parts in this training will build their capacity to develop an effective recruitment plan;
- develop a common understanding of the services and messages that their program will use in recruiting program participants; and
- define their target population(s).

At A Glance

Part I: Understanding Recruitment

ACTIVITY		OVERHEADS	MATERIALS
Activity 1: Time:	Introduction and Icebreaker 10 - 30 minutes	# 1 # 2	Overhead projector, markers, blank nametags
Activity 2: Time:	Understanding Our Program's Messages 30 - 40 minutes	# 3	Overhead projector, flipchart, markers, numerous* 3" precut squares in 3 colors, fine tip markers for writing, paste or tape

*Enough for 4 pieces in each color for each participant.

Activity 1: Introduction and Icebreaker

Purpose: The ice-breaker activity and mini-lecture will introduce participants to each other and to the concept of recruitment as effectively marketing their program to potential end-users. At the beginning, it is important to provide learners with an overview of how the individual parts in the workshop series fit together, what information will be covered, when, and why.

Directions:

- Welcome everyone to the workshop and explain that before they begin, you would like to have them spend a little time getting to know each other. If the learners already know each other, explain that this will be a chance to find out more about each other.

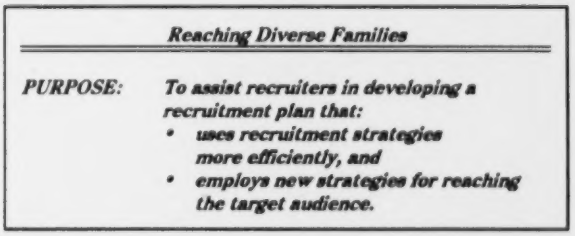
- Give learners blank name tags and ask them to put their names or nicknames on their name tags. Then ask them to add five words or phrases that tell something about themselves. Examples could be home city, hobbies, children's names, personal goals, etc. After giving the group enough time to write down five items, ask them to start mixing around and introducing themselves to others using their five items as conversation starters.

- After about 5 - 7 minutes, ask the group to take their seats. Ask a few participants to volunteer one or two new items they learned about other people during this brief interaction. Explain that what they were doing in the exercise is communicating information about themselves. That is, presenting some key messages about themselves so that another person gets to know them better.

- Begin the formal presentation by stating that, just like in the ice-breaker exercise, *recruitment* is presenting a message that will provide information to others about their program. The goal is to interest others, both potential participants and community partners, in the services they provide.

Debriefing:

- Use Overhead # 1


Reaching Diverse Families
PURPOSE:
To assist recruiters in developing a recruitment plan that:
• uses recruitment strategies more efficiently, and
• employs new strategies for reaching the target audience.

Tell participants that they are about to begin a series of training activities that are designed to build their capacity to communicate (or market) their program's message more effectively. In other words, they will begin a journey that will assist them in developing a comprehensive recruitment plan that uses current recruitment strategies more efficiently and employs new strategies for reaching out to their target audience. These activities will be particularly useful for

programs whose goal is to reach diverse families and families who have been underserved in the past.

- Use Overhead # 2

Reaching Diverse Families

Part I: ***Understanding Recruitment***
Part II: ***Understanding the Community***
Part III: ***Understanding the Family***
Part IV: ***Designing a Recruitment Plan***

Explain that in order to design a comprehensive recruitment plan they must take into consideration:

What messages about our program and services are we trying to convey?

To whom in our community are we trying to convey these messages?

How do we best convey these messages?

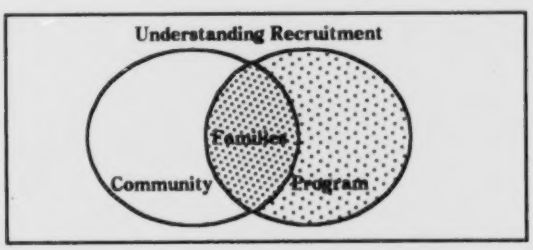
This workshop series is designed to help answer these questions by increasing participants' understanding of the messages their programs send out, and the community and families they would like to serve, by providing guidance for developing a recruitment plan. The series is divided into four main parts (listed on the overhead). We will begin with Part I.

Activity 2: Understanding Our Program's Messages

Purpose: The first step in developing a recruitment plan is for learners to develop a common and clear understanding of the messages they are trying to promote and the services their program offers. For many programs, the services offered, target audience and service area will be determined by the funding source. This exercise reinforces for all potential recruiters exactly what the program mission is and who it is designed to reach.

Directions:

- Use Overhead # 3



Explain to the learners that the first step to effective recruitment is to be clear about their program's mission and who they are trying to attract or recruit. In other words, what are the messages they are trying to convey and who are the people they would most like to hear their messages. Explain that the following activity will help them answer these key questions by making a visual representation of their program.

- Explain that in this activity they will be making a paper quilt depicting their program. Provide learners with numerous pieces of precut 3" paper squares in three colors (enough for at least 4 pieces in each color per person). Ask learners to think for a moment about their program: what services are offered, who is served (or required to be served), and what would they like people to know about the program?

  When they have had sufficient time for reflection ask them to:

  - write words, or short phrases or draw a picture that depict program purposes and services (e.g., early childhood classroom, parenting education, health screenings) on color #1,
  - write words, short phrases or draw a picture that depict characteristics of program participants (e.g., four year olds, low-income families; parents with literacy needs) on color #2, and
  - write adjectives, short phrases or draw pictures that represent how they would like people to think about their program's qualities (e.g., comprehensive services; flexible hours; family focused) on color #3.

  Allow 10 - 15 minutes for learners to work alone or in small groups.

- Place several pieces of flipchart paper together on a wall. When learners have had time to complete their quilt blocks, ask them to paste or tape their quilt blocks in random order onto the chart paper. When learners have finished pasting the blocks onto the chart paper, allow a few minutes for everyone to review the quilt and the ideas represented on the different squares of colored paper.

Debriefing:

- While learners are reviewing the quilt, place three pieces of flipchart paper on another wall. Label one: *program purposes/services*, the second: *program qualities* and the third: *target population*. Together this information forms an outline of their recruitment messages.

- Begin with the chart paper labeled *program services* and ask learners to identify the four or five key program purposes/services that are represented on the quilt. Write the responses on the chart paper. Move to the chart paper labeled *program qualities* and ask them to identify four or five key phrases from the quilt that highlight the program's qualities. Finally, move to the chart paper that is labeled *target population* and select four or five key phrases that define the target population.

- Ask learners to discuss the following questions and summarize the major points on chart paper:

  *Is there any information on these charts that surprised you? Is there any confusion or are there any disagreements on the lists?**

  Does your current recruitment information reflect the messages on the charts you have labeled as program services and program qualities? If not, how is it different? Where is it on target with messages?

  Are the participants you currently recruit for your program, similar to those on the chart labeled target population? If not, how are they different?

*Note: If there are major differences which require more time than is allowed here, form a subgroup to resolve the issues before the next part of the workshop.

- Conclude by stating that knowing what messages they want to promote to a target audience is only the first step in building a recruitment plan. The next step is to explore who and where that target audience is in their community.

Next Steps:

- One activity might be to summarize the lists of program purpose/services, program quality and target population and identify the most important parts of the messages.

- The summary information on the chart paper can be used as a basis for printed information (flyers, posters, pamphlets) used in recruiting. Section 2: *Communicating with Families and Community Partners* offers some suggestions for turning these key messages into user-friendly materials.

Part II: Understanding the Community

Background

The purpose of this part of the workshop is for participants to take "a fresh look" at the community being served by the program, in order to determine who might be in need of the program's services.

Planning systematic recruitment efforts that reach a wide variety of potential participants is particularly important for programs (e.g., Even Start) who are mandated to serve those "most in need" of services or for programs serving communities where demographics are changing.

Individual families and the specific needs of families change in every community over time. Programs relying solely on word-of-mouth referrals or recruiting based on "first-come, first served" approaches, run the risk of overlooking potential participants who have high needs and would benefit greatly from program services.

The key question learners will answer through the next series of activities is, *Who should we target for recruitment?* They will start by revisiting the goals and eligibility requirements of their program. Then, using those criteria, investigate who in their community could benefit from their services and what other organizations are interacting with these families. They will finish by selecting those segments of the population they want to target for recruitment and identifying who can help their recruitment efforts.

Preparation

This part of the workshop requires considerable preparation by you, as a facilitator. You will need to know about both the program(s) and the community in order to tailor your presentation to fit the group's needs.

From Part I you should already have the goals of the program and who the program is mandated to serve (eligibility requirements). If you skipped Part I, you will need to collect this information now by interviewing the program director and/or reviewing records. In addition to this information, you should interview the program director or other appropriate person to find out the program's service or catchment area; the results of the program's needs assessment; type and number of participants the program can serve; and if there usually is a waiting list.

Have copies made of the eligibility requirements or write them on flipchart paper so they can be taped to the wall for reference.

You will need to think about who the program might serve and what other organizations in the community are serving like families. For example, for a preschool program serving low income families, other organizations who interact with similar families might be WIC (Women, Infants, Children), community churches, before school and after school programs, and other preschool programs such as Head Start, Even Start, a community based preschool, or a Title I preschool. A good place to start looking for this information is in the telephone book. Also, ask organizations to identify similar agencies.

You will need to identify enough organizations so that in Activity 3 each group of three or four learners can analyze a different organization. Call each of the organizations you have identified and ask for copies of their recruitment brochures and other materials they have explaining the services their program offers or who they serve.

Reread Part II and note any adaptation you think will make the presentation more relevant to the group, such as ideas for tailoring the *Community Walk Through*. Throughout the workshop, add examples which directly relate to the learners' program.

You may find it helpful to read Handout # 1, *Reaching Out to Bilingual Families: What Do I need to Understand About A Family's Culture?*, by Gail Weinstein-Shr, and use the article to highlight examples in activities.

As a final step, review *At A Glance* and make the necessary copies and/or write the information on flipchart paper. Organize your handouts for easy distribution.

Key Message for Participants

To be most effective, your program's recruiting strategies need to be targeted to attract those families in the community who would benefit from your services. Both families and communities change over time. During this part of the workshop you will take a "fresh look" at your community to answer the question, "Who should we target for recruitment?"

Learner Objectives

As a result of participating in this training, learners will identify:

- the boundaries of the community being served by their program;
- who in the community would benefit from their services;
- other organizations already interacting with these families; and
- priority "targets" for recruitment.

At A Glance

Part II: Understanding the Community

ACTIVITY	OVERHEADS	MATERIALS
Activity 1: Defining Community Time: 10 - 15 minutes	# 4 # 5 # 6	Overhead projector, flipchart, marker, tape, and a description of boundaries around the community each program serves
Activity 2: Community Walk Through Time: 20 - 25 minutes	# 7	Overhead projector, flipchart with headings written on it, marker, copies of the program's needs assessment or the information summarized on flipchart paper, and the eligibility requirements from Part I
Activity 3: Community Jigsaw Time: 40 - 45 minutes		Flipchart paper for each group, markers, tape, copies of brochures and other materials from cooperating community organizations, and Handout # 2
Activity 4: Putting it Together Time: 20 - 30 minutes		Lists developed in Activities 2 and 3, eligibility requirements, 8x11½ paper for each person and markers or crayons in variety of colors

Activity 1: Defining Community

Purpose: Part II of the workshop provides an opportunity for learners to look at their community from a variety of perspectives, with the goal of identifying who in the community could benefit from their program's services. Most programs serve a specific community. The boundaries of this community may be defined by legislation, such as a town, county, or school attendance area. Alternately, a program may define its community boundaries as the neighborhood or area it can serve most effectively. A systematic recruitment plan is based on agreement about the community boundaries.

Directions: ■ Use Overhead # 4

> ***Part II: Understanding the Community***
>
> ***Who should we target for recruitment?***

Explain to learners that now that they have reviewed their program's goals and services, they will start on the second step towards developing a systematic recruitment plan by building a "community profile." To define whom they will target for services in their community, they need to know who is currently living in the community, and what their strengths and needs are.

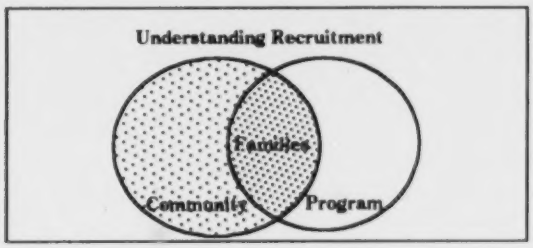
■ Use Overhead # 5

> ***We will identify:***
>
> - ***community boundaries***
> - ***who we can serve***
> - ***cooperating organizations***
> - ***priorities for recruitment***

Summarize the objectives on the overhead. In *Understanding the Community*, you will identify:

- the boundaries of the community being served by your program;
- who in the community would benefit from your services;
- other organizations already interacting with these families; and
- priority "targets" for recruitment.

- Use Overhead # 6



Explain to learners, that to focus their recruitment efforts, they need to have a clear understanding of the boundaries around the community their program serves. They need to have a common agreement on what "community," *represented by the shaded areas on the overhead*, means for their program.

- Ask for a volunteer to describe the area their program serves. The description can include such official designations as town, county or school attendance area, but should also describe the boundaries around the service area. Write the key points on a flipchart for reference in the next activity. Ask if everyone agrees with the description or if others have something to add. If there is disagreement or uncertainty, clarify what the boundaries are using the official description you obtained before this session.

- If more than one program is represented at the training session, repeat for each program.

Activity 2: Community Walk Through

Purpose: Communities are composed of groups of families whose culture is influenced by such factors as race, ethnicity, when and why they immigrated to this country, religion, education, literacy, and income. It is important to step back and reexamine the community before designing a recruitment plan. The *Community Walk Through* provides an opportunity for recruiters to reflect on who lives in their community and who would benefit from the services their program provides. This is also an opportunity to broaden the understanding of potential end-users as a backdrop for looking at needs assessment data.

Directions:

- Explain that in a few minutes, you will be asking everyone to shut their eyes and mentally walk through the community as you give them directions about what to look for and where to go.

You may need to remind participants to keep their eyes open while you are giving directions. An advantage of having people close their eyes and individually walk through their community, without interrupting to discuss what they see, is that they will see more when they can concentrate on visualizing their community. The group can discuss what they have seen after they have taken the walk privately.

- ***Special notice for rural programs*** This activity is based on an urban community. If your program is in a rural area, adapt the script so that it reflects the structure of the community or communities your program serves. For example, instead of walking, have everyone get into their car or truck and drive to the starting point. When they get to town, they might park and walk to the grocery store, the elementary school, the local cafe and the churches. Then, get back into their vehicle and drive to the high school, the nearest hospital, and the closest major shopping area. In sparsely settled areas, it may be necessary to drive between each of the points visited in the community.

- Use Overhead # 7

Community Walk Through
▲ *What do you see, hear, smell and feel?*
▲ *What are the strengths of the families you meet?*
▲ *What are the needs of the families you meet?*
▲ *How has your community changed?*

Review the questions on the overhead. Ask everyone to keep these questions in mind as they walk through their community. Emphasize they should *pay particular attention to recent changes in the community* and the *families who can be served by their program*. As you lead participants on the walk, pause long enough after each direction, so they can think about what they are seeing.

- Ask everyone to close their eyes and join you in a walk through their community. Say;

  Start with where you live if it is in the same community as your program. If not, start where your program is located. Step out your front door. What do you see happening as you come out of your home or where your program is located? Who are the people you see?

  Walk to the corner and stop to look around. Who and what do you see?

  Walk to the nearest shopping area. What kind of stores are in the community? Has this recently changed? How?

Walk to the nearest shopping area. What kind of stores are in the community? Has this recently changed? How?

Go to a grocery store. What fliers and notices are up on the bulletin board or in the window? Who do you see?

Go to the nearest hospital. Who is in the emergency room? Who is in the maternity ward?

Walk to the elementary school. Who is in the classroom? Think of the high school. Who do you see?

Go to the social services center. What services are offered? Who is being served?

What other organizations are in the community? Who are their members? What services do they provide?

Are there parts of the community you do not go to? Describe what you would see there. Are there hidden populations in your community? Where are they?

The walk is now complete, open your eyes.

Note: Add other agencies or locations that are appropriate for the program.

- After the *Community Walk Through,* have the staff describe the families they saw. Focus on the families who might participate in their program. Write the headings below on 3 sheets of flipchart paper (if you have not done this earlier). Tape up the three sheets of paper as shown below. You may need additional pages with headings, to record all the information.

Community Walk Through		
Who did you see?	What are their needs?	Where do these families go for services?

- Ask the following questions:

Who did you see on your walk? Focus on those families that your program can serve. List family characteristics.

Where do these families go for services? For help with problems? For information?

To answer this question, consider both where you saw the families and their needs. The purpose of this column is to identify who might help you learn more about these families and who could help you "market" your program to diverse groups within your community.

Debriefing:

- Begin by asking learners to consider the following questions for discussion:

  Do the current participants in your program reflect those you saw on your walk through the community? If not, how does your list differ from a description of those currently participating in the program?

- Hand out copies of the program's needs assessment or point out the results of the needs assessment written on flipchart paper. Ask staff members to compare the results of the *Community Walk Through* and their most recent needs assessment. Give them time to review the results of the needs assessment before asking the following questions.

  Are there differences between who you saw on the Community Walk Through and the results of your needs assessment of the population to be served?

  Who did the needs assessment overlook?

  Who did the Community Walk Through skip?

  What, if any, information from the needs assessment is missing from the community profile you have just developed?

  Add any missing information to the charts.

Activity 3: Community Jigsaw

Purpose: Other organizations – formal and informal – know much about people in a community and can assist recruiters in their efforts. Many of these organizations are providing a variety of services to the families recruiters want to learn more about. It is important to identify which organizations can support the program's recruitment efforts either by assisting in identifying families (especially those new to the community), or by providing their constituents with information about your program.

The *Community Jigsaw* small group activity will provide learners an opportunity to "research" a number of organizations and share what they have learned.

Directions:

- Explain that the learners will be breaking into small groups (2 to 4 persons per group) to examine some of the organizations that interact with "like" families in the community. Each group will be given recruitment brochures and other informational materials from one organization. The break-out groups will have twenty minutes to read the materials and summarize what they have learned. The summaries will be combined to present a picture of organizations in the community that may be able to help "market" their program.

- Describe how you, as the facilitator, have collected the brochures and other informational materials from different community organizations identified as potential "marketing" partners.

- Divide learners into groups of three or four persons. Ask each group to select a facilitator who is comfortable reading materials out loud, if the brochures and materials are not at a level that is comfortable for the learners in the group.

- Give each group the brochures and any other materials from one organization, along with two sheets of flipchart paper and two markers.

- Distribute Handout # 2. Explain that these are the categories they are to put at the top of the flipchart paper and answer. They can fill in the information on the handout and transfer the main points to the flipchart paper for everyone to see.

- Review the questions on Handout # 2.

  Who is the target population of the organization? Who do they serve? Be specific. For example: recent Hmong immigrants or teenage mothers who have not graduated from high school. Which population groups are the same as ours?

  What services does the organization provide? Again be specific. How is this organization like our program? Do we need to work with them to avoid duplication of services?

  How can this organization help with our recruitment efforts? Do they serve a similar population and may have information to share? Can they help distribute information about our program?

- Conclude by asking if there are any questions about the task.

- Check the time and confirm when you expect the task to be completed. Either join one of the groups or move around to answer any questions from the different groups.

- After fifteen minutes, check on the progress of the groups. Ask them to finish in the next five minutes and to choose one member of the group to report on the organization they researched. When the five minutes are up, reconvene the large group and tape up the organizational summaries to facilitate reporting out.

Debriefing:

- Have each group name the organization they researched and tell what they learned. As each group finishes, ask the larger group the following questions:

  Do we work with the same types of families?

  How can they help us reach the families we want to reach?

  Are there families who "fall through the cracks" that we should serve?

  What questions do we have for the organizations?

- Remind the group that they can use this process with other organizations they want to learn more about.

Activity 4: Putting It Together

Purpose: Knowing who to recruit in your community can help focus your recruitment efforts. This is particularly helpful for programs who have fewer "slots" or openings than potential participants or that have funding mandates which define who they should serve first. Now it is time to review the information from previous activities and decide who the "ideal" child or parent is for their program.

Directions:

- Post the following around the room: the *Quilt* from Part I, the results of the *Community Walk Through*, and the information from the *Community Jigsaw.*

- While the learners are completing their task, arrange six to nine chairs at the front of the room. (The number of chairs depends on the size of the group. Have fewer chairs than the number of learners. Group the chairs into three equal sized groups, facing the learners. Put up signs: **High Priority, Priority, and Waiting List,** on the wall behind the chairs. Put one sign behind each group starting with **High Priority**.

- Explain to learners that their task will be to review the information about the types of children/families their program is designed to serve and the information about who lives in their community. Then ask them to decide who is the "ideal" child/family for their program, that is, who would benefit the most from their program or whose needs and strengths most closely match their program's services?

- Ask the learners to take a few minutes to walk around the room and review the information on the walls. Explain that after they have reviewed the results of the previous activities, they will each:

  draw a picture of the "ideal" child or family (hint: street names could signify where they live and clothing can indicate gender and age), or

  write three characteristics of the "ideal" child or family (for example: low income, single mother with four year old child or families with preschoolers who are recent immigrants)

- Distribute paper and markers or crayons. Allow ten minutes to complete the task of drawing/characterizing the "ideal" participant.

- After ten minutes, convene the large group. Explain that the task of the group will be to set priorities for recruiting. They will do this by discussing and deciding on the characteristics of the children and families their program can best serve. The chairs represent the "slots" or openings in the program. The chairs in the first group represent the **high priority group**, those children or families whose needs and strengths most closely match the services provided by their program or who would most benefit from their program. The second group of chairs represents the **priority group**, those children or families who would benefit from the program, but whose needs and strengths are not as close a match to program services as the first group. The third group of chairs represents the **waiting list**, those children or families who would be interested in the program, but whose needs are not as great or where the match between family and program is not as close as the first two groups.

- Ask for volunteers to share their drawings or writings of the"ideal" child or family. Explain that you will need the same number of volunteers as there are chairs in the front of the room.

- Ask the first volunteer to share his or her drawing/writing by identifying who they have selected and why they would have them take seat #1 under the **High Priority** sign. This person sits on the first chair, holding up their drawing or characterization.

- Ask the second volunteer to share her drawing/writing. Then ask the group, which of the two identified children or families should be the highest priority

for recruitment? Which one should be in chair #1 and which in chair #2? Majority opinion rules, but if there is disagreement, ask the group to explain the reasons for their choices. The group can also ask the volunteers for further information or clarification.

- Ask volunteer #3 to step forward and share his selection. As above, the group listens to the explanation and then decides the priority of the three children/families.

- Continue until all the chairs have been filled. As facilitator, recap the characteristics of the children/families in the high priority and priority groups.

Debriefing:

- Remind the learners that setting priorities for recruitment is a process and that what they have just finished was one method for selecting program participants. Selection decisions are often made on a case by case basis, starting with the question, "Who are we mandated to serve?" Selection choices are tough decisions to make, but having clear guidelines about who their program can best serve, will make it a little less difficult, less emotional. They will also be better able to explain their decisions to the families involved.

- Review the benefits of targeted recruitment (e.g., time effective, do not set up expectations in families the program will not be able to serve, and closer match between program services and family needs.)

- Explain that in the next part of the workshop, they will have an opportunity to systematically consider what it is important to know about these families in order to interest them in their program

Next Steps:

- Summarize the characteristics of the priority families on flipchart paper for use in upcoming parts of the workshop.

- If you need to know more about the needs of families in your community or about the community itself, other organizations often conduct needs assessments or gather information about community needs. Review the lists of organizations who serve families similar to those you are trying to reach. Consider asking these organizations about the types of needs assessment information they have gathered about your target population. For example, a school's free and reduced lunch counts can help you identify low income areas in a community, WIC (Women, Infants and Children) Clinics are a great source of information on the number of low income preschoolers in an area, and unemployment offices often have information on education levels within a county.

- Don't wait! Begin discussions with the organizations you identified in Activity 3. Collaborations can be formed around sharing information to better provide services, avoid duplication or to fill the gaps in services. Most importantly, other organizations can help market your program.

Part III: Understanding the Family

Background/Preparation

The information and activities in Part III of the workshop are designed to set the stage for recruiting in a multicultural environment. *Understanding the Family* introduces the concept that culture is more than race and ethnicity. Everyone has a culture particular to their family background which affects a family's perception about their need for services and the value of what a program offers. Poverty and illiteracy are themselves elements of culture. Religion, age, gender, immigration or refugee status, and physical disabilities are examples of other factors which together form a family's culture.

Recruiters need to be aware of the effectiveness/appropriateness image they are projecting about their program. In this part of the workshop learners consider such questions as:

Is there a match between our program and who we think we should be recruiting?

How is the message we are sending being perceived?

Look back at the families targeted for recruitment in Part II. If there are cultures which you are not familiar with, check *Additional Resources* at the back of the notebook. The *Quick Reference List* will let you know if any of the resources cited provide the information you are looking for. A longer description of the articles and books is found in the *Annotated Bibliography*. A third part provides a list of resource organizations which you can telephone or write.

Read Handout # 1, *Reaching Out to Bilingual Families: What Do I Need to Understand About a Family's Culture?* by Gail Weinstein-Shr for a greater understanding of the diversity among families. This article also provides excellent examples and questions that you can use in presenting *Understanding the Family*.

Understanding the Family is meant to be an open-ended exploration of learners' awareness of their cultural perceptions. Some people may not want to share all their perceptions, and that wish should be respected. Part III is intended to increase the learners' awareness of the subgroups with in a group and the diversity of cultures within an ethnic/racial group. Therefore, care must be taken to avoid giving any all-inclusive descriptions regarding a specific ethnic/racial group. This caution may also need to be communicated to the learners either as part of the introduction or as a reminder during an activity.

Key Message for Participants

Part of marketing your program is to understand how your messages and program are perceived by others. This perception varies from family to family, based on the family's perception about their need for services and the value of what your program has to offer. The information and activities in this part of the workshop are designed to set the stage for recruiting in a multicultural environment.

Learner Objectives

As a result of participating in this training, learners will:

- appreciate that everyone has a culture;
- understand that culture is more than race and ethnicity;
- consider three levels of culture; and
- recognize how cultural values influence recruitment.

At A Glance

Part III: Understanding the Family

ACTIVITY	OVERHEADS	MATERIALS
Activity 1: Introduction Time: 5 minutes	# 8 # 9 # 10 # 11	Overhead projector
Activity 2: Bumper Sticker Time: 20 - 30 minutes	# 12	Overhead projector, *rectangular bumper stickers for each participant, felt tip marker or crayon for each participant, flipchart and marker
Activity 3: Surface Level of Culture Time: 15 - 20 minutes	# 13 # 14	Overhead projector
Activity 4: Unspoken Rules Time: 15 - 20 minutes	# 15	Overhead projector, flipchart, marker, and Handout # 3
Activity 5: Unconscious Rules Time: 20 -25 minutes	# 16	Overhead projector, Handout # 4

* Office and school supply stores sell boxes of 8½" x 11" sheets for labels. These can easily be cut in half. Each sheet makes two 4¼" x 11" bumper stickers. If labels are not available, colored paper can be used as a substitute, with pins or tape for displaying.

Activity 1: Introduction

Purpose: This mini-lecture introduces the key concepts and goals of *Understanding the Family*. Being aware of cultural similarities and differences between program staff and families in the community can give recruiters insight into how their program is perceived by prospective families and how to best interest families in their program.

Directions:

- Use Overhead # 8

> ***Part III: Understanding the Family***
>
> ***What do I need to understand about a family's culture to interest them in our program?***

Tell learners that they will be exploring the following questions:

Is the message you are sending what you want people to know about your program?
Is it the right message for the variety of audiences to whom you are marketing your program?
Are you presenting your message in a way that others will find appealing?

To answer these questions, they will be participating in several activities which will give them the opportunity to think about their own cultural values and those of other families in the community.

- Use Overhead # 9

Remind learners that they have already identified the characteristics of families targeted for recruitment in Part II of the workshop. Now they will be learning more about those families in order to plan recruitment strategies which target the diverse families in their community.

- Use Overhead # 10

We will:

- ***appreciate that everyone has a culture;***
- ***understand that culture is more than race and ethnicity;***
- ***consider three levels of culture; and***
- ***recognize how cultural values influence recruitment.***

State that you will be presenting a workshop on increasing cultural sensitivity as a means of refining current recruitment strategies. Every program uses recruitment strategies which are successful with some segments of the population. By increasing their understanding of the different populations in the community, they can adapt successful strategies and select new ones which may be more effective with those families they have had difficulty reaching. Review the learner objectives listed on the overhead.

- Use Overhead # 11

KEY CONCEPT:

Everyone has a culture. Culture is the knowledge people use to interpret their experiences and guide their interactions with others. Values, priorities and beliefs are rooted in our diverse cultures.

The common values, priorities and beliefs of the program and the families it serves must be taken into account when "marketing" the program to those families.

Begin introducing the concept that everyone has a culture by reviewing the definition on the overhead.

Activity 2: Bumper Sticker

Purpose: This activity will help to increase awareness of the different forces which shape cultural perspective. When recruiting it is important to think of culture as more than just race and ethnicity. Age, gender, poverty, literacy, and education are all examples of cultural factors which determine how to best approach families to interest them in the program.

Directions: ■ Use Overhead # 12

BUMPER STICKER ACTIVITY
▲ *Think of a family proverb.*
▲ *Design a "bumper sticker."*
▲ *Describe how that proverb shows family values, attitudes or beliefs.*

Say, "Everyone has a culture. Let's do an activity to find out about our own individual cultures. During this activity we will be designing a bumper sticker about your family's beliefs or values." Keep the overhead up to reinforce your verbal directions.

■ Distribute bumper stickers and markers. Say, "Think back to your childhood. What sayings do you remember hearing over and over from your family? Choose the saying you remember best, and write it on your bumper sticker."

Give a few examples that you remember from your own family, e.g.:

Never a lender nor a borrower be.
God helps those who help themselves.
Waste not, want not.
It's not what you know, but who you know.

■ After everyone has had time to complete a bumper sticker, have participants hold the bumper stickers up so everyone can see them. After a minute, when people have had an opportunity to get an idea of what others have written, ask for volunteers to read their stickers.

■ Ask them: "What saying or proverb did you choose?" "What family value, attitude or belief does that saying or proverb illustrate?" Pause for an answer, then ask, "How did your family come to value and believe those things?" Give several people a chance to explain their bumper stickers. Allow 10 - 15 minutes for discussion.

■ Ask, "How many of you find you say the same things to your children?" Pause for a show of hands Then ask, "How many of you have changed those beliefs and values or have developed new slogans?" Allow 5 minutes for discussion of why they do or do not continue to hold those beliefs or values. (Most people will continue to hold those values and beliefs which were important during their childhood.)

Debriefing: ■ Ask, "What are some of the common values or beliefs that were expressed different ways in different cultures?" Participants should look at the different sayings and proverbs and identify the common beliefs they represent.

When the learners have identified several common values or beliefs, ask "In what ways do similar values/beliefs make recruiting easier?" Examples could be it's easier to talk to someone who has had similar experiences or they know what questions are all right to ask and what it is not proper to ask.

- Say, "Even though some values, beliefs, and priorities are shared across cultures, other beliefs are specific to a family's heritage." Ask for examples which participants have experienced.

- Follow up by asking, "How do these differences influence recruitment?" For example, people may be reluctant to send their child to a program which is viewed as having different values from those in the home. List examples on chart paper. If learners have difficulty answering this question, tell them to keep this question in mind as they do the activities in this part of workshop and that you will come back to it later.

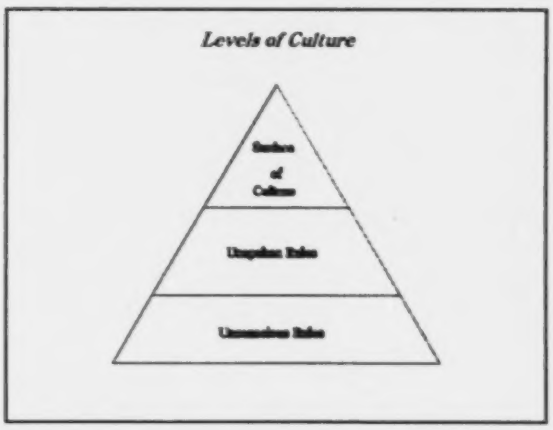
- You might point out that the proverbs reflecting a family's beliefs were spoken aloud, and that it didn't take a lot of "digging" to get to the underlying message. Tell participants they will be exploring the different levels of culture next. Some of these levels are easy to see and others are less obvious. However, all levels impact recruitment.

Activity 3: Surface Level of Culture

Purpose: Actions based on the surface level of culture are highly visible. By systematically considering the image a recruiter wishes to project, it is easier to interest diverse families in a program.

Directions:

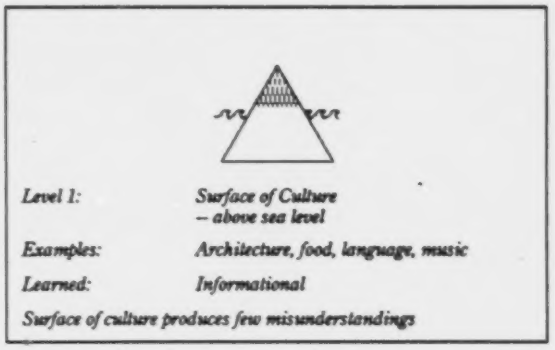
- Use Overhead # 13



Begin by stating that culture has several levels. Some of those levels are visible, while others are less obvious. It has been likened to an iceberg, since

much of it lies beneath the surface of consciousness. State to learners that you will explore each of the levels of culture: surface issues (e.g., dress, ceremonies); unspoken rules (e.g., courtesy); and finally, the unconscious rules (e.g., underlying assumptions and beliefs).[1] Alert learners that from each of these levels they will explore how culture at this level is learned and the impact it may have on who does recruiting and how the program is represented.

Directions: ■ Use Overhead # 14



Introduce the concept of the surface level of culture by stating that there are elements of culture that are visible, that are above "sea level." These include elements such as ethnic traditions, food, architecture, language, and music. This level of culture is learned cognitively (at an information level) and we can easily educate ourselves about culture at this level.

Violations of cultural norms at this level usually produce few misunderstandings.

- To sensitize learners to this level of culture, introduce the following activity, a *Multicultural Potluck*. Steps one and two can be done in small groups or as a whole group activity. The final discussion should take place with the entire group.

- Say, "Imagine that you've been invited to a potluck dinner. All guests are required to bring a dish that reflects their culture. What would you bring and why?" (Allow 5 minutes to share responses.)

- Ask learners to "Think of the food they were bringing. What were the similarities across cultures? What were the differences?" (Allow 5 minutes for discussion.)

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1 Adapted from Grover, J., "Cross Cultural Training in the E.S.L. and Literacy Classroom," RMC Research Corporation, 1991.

Debriefing:

- Conclude by asking, "Were you comfortable talking about your choices? Why?"

  It's not very threatening to discuss similarities and differences in a culture's foods, language, and music, largely because you are conscious of the differences; these are very concrete, observable aspects of culture, and are learned as facts rather than as values. Cognitively, the emotional impact of differences in these surface issues are small, but can be important when recruiting.

- Summarize the impact of this level of culture on recruiting by stating, "When recruiting you need to think about the message your surface culture projects. Does it send the right message about your program?" How a recruiter dresses and how she/he introduces herself/himself are surface levels of culture. Ask how recruiters in their community dress when representing the program.

  Ask for additional examples of how expressions of culture at this level can make families feel more comfortable and willing to talk with a recruiter or how it can create a barrier. If participants have difficulty thinking of examples, ask the following questions:

  Should a recruiter use a briefcase or bookbag? Why?

  Should a recruiter go to the front or back door? Why?

  If a cup of coffee or refreshments are offered is the recruiter expected to accept or decline? Why?

  Are there variations of expected behavior within the community?

Activity 4: Unspoken Rules

Purpose: Rules of courtesy define expectations wherever people meet and interact. With greater diversity in communities, there may not be common definitions or beliefs expressed through unspoken rules. What recruiters sees as appealing and desirable about their program, may conflict with the beliefs of the families being recruited. For example: Play can be viewed as a developmentally appropriate way of learning or a "waste of time" because the child should be at a desk "learning". The roles of boys and girls may be viewed differently. Understanding the varying expectations within their community will make it more comfortable for both recruiters and the families they want to interest in their program.

Directions: ■ Use Overhead # 15

Level 2:	*Unspoken Rules – partially below sea level*
Examples:	*Courtesy, use of time and punctuality, rules of conduct for restaurants, social occasions, shopping*
Learned:	*By trial and error*

Violations result in negative feelings about the violator.

Introduce the next level of culture by stating that just below the surface level of culture, is another level that involves many of the unspoken rules that operate within a culture. Sometimes they are visible, often they are not. Some examples of a culture's unspoken rules are a culture's definition of courtesy, use of time and punctuality, and rules of conduct for restaurants, social occasions, and in school. When the basis for these aspects of behavior is not understood, the actions can cause misunderstandings.

> *This level of culture is learned by instruction, plus trial and error. We watch what others do, try to imitate them and observe how people react to what we have done. If you are asked what is the correct behavior in a specific situation, you can answer the question. Problems occur when we are hesitant to ask or are unaware that there are differences.*

- Inform the learners that to gain a better understanding of this level of culture and the feelings that one can experience if it is violated, they will engage in the following activity: *The Preschool Visit*. You might introduce the activity by stating that the group will look at an example of a misunderstanding caused by unspoken rules.

- State, "I'm going to read a short scenario. Afterward, I'd like to hear what forces you think motivated each person to feel the way they did."

- Pass out Handout # 3 for reference in the discussion. Read the scenario out loud.

- Ask, "What do you think happened? What experiences might have formed the different views of what occurred in the preschool?" Allow 10 minutes for discussion.

If the group is unable to develop an explanation, share the following:

The teacher based activities in the preschool on what she had learned was developmentally appropriate for young children.

The mother believed that a child who goes to school clean and well-dressed shows the parents' respect for the teacher, the school and for education. To her preschool was school. So it was upsetting to her when the children's clothes were stained by food or paint. Clean and well-dressed meant "decent" to her. This family also had a neighbor whom Child Protective Services had accused of neglect because her child often looked dirty.

- Conclude by asking, "Given the values/beliefs of the teacher and of the parents, would the parent be interested in the program at first glance? What suggestions do you have for the recruiter?"

Suggestions might include explaining the beliefs of the program staff to the parents, having a smock or coverall for the child to wear during messy activities, or inviting the mother to meet with other parents to talk about what their children have learned through the activities of the preschool.

Debriefing:

- When there are misunderstandings on this level of culture, the result is negative feelings toward the other person involved. Because these behaviors are learned on a partly subconscious level in our culture, we are not always aware that we are assigning motivations to the person that may not be applicable to his/her family background and culture.

Ask participants for experiences in recruiting which are examples of this level of culture. To start the discussion, you might ask the following:

What cultural values or experiences influence expectations about what young children should do or how they should act?

If a meeting is scheduled for 2:00 o'clock, when do you expect people to arrive?

Will a woman open the door or talk to a male recruiter who is by himself?

What are some varying cultural beliefs about how children should be disciplined?

- As you did with the previous level of culture, have the participants discuss how what is culturally acceptable may differ between different groups and locations in the community.

- Let's continue with our exploration of levels of culture...

Activity 5: Unconscious Rules

Purpose: Unconscious rules of behavior are the most difficult to learn because people are often not aware that these rules differ between cultures. Recruiters need to become aware of how their own behavior is governed by unconscious rules and what these rules are for other groups in their community.

Directions: ■ Use Overhead # 16

Level 3: *Unconscious Rules -- completely below sea level*

Examples: *Nonverbal communication, touching, space, eye contact, body language, tone of voice*

Learned: *Through imitation, especially early childhood*

When rules are broken, violations taken personally.

Begin introducing the final level of culture by stating that the last level of culture to be discussed relates to "Unconscious Rules." This level is usually below conscious awareness. Examples of cultural norms at this level include the nonverbal communication expectations within a culture - the unconscious rules that govern touching, eye contact, space, body language and tone of voice. To complicate matters further, appropriate behavior between individuals is often based on gender, age and family relationship. Because this aspect of one's culture is learned through modeling, particularly during early childhood, it is integrated into the fabric of daily life. People do not think of it as being "learned" behavior, but rather how "normal" people act. Violations of cultural mores at this level can have a strong impact on relationships between people because violations may be taken personally.

State to the audience that, to better understand this level of culture, they will do the following activity:

- *Getting to Know You* provides participants with a collective experience of the unconscious rules of culture.

    - Say, "I'm going to divide you into two groups. While you're in separate groups, I will give you directions as to what I'd like you to find out about someone else from the other group. " Have the two groups go to opposite sides of the room.

- Using Handout # 4, give the description for role A to one group, and the description for role B to the other group. When they've read the directions, reconvene the large group.

- Have each member of the A group pair up with a member of the B group. Allow 10 minutes for them to interview each other about their interests and hobbies.

- Reconvene the large group. Ask: "What happened? How did you feel when talking?" Some people will feel very uncomfortable. For example, their partners stood too close, they wouldn't look at them or their touching made them want to get away. Talk about their feelings for a few minutes.

- Explain that these feelings occurred because the partners had different unconscious rules of communication. Ask the participants who had the A role what they thought were the unconscious rules their partners were following. Ask the same question of those who had the B role. If they haven't figured out the rules for Group A or Group B, read the directions given to the group.

Debriefing:

- Unconscious rules of communication are non-verbal, completely unconscious habits learned in early childhood. Because they are unconscious, they are often perceived as meaning something very different from what was intended. For example, some cultures believe direct eye contact to be disrespectful and offensive, while others believe it indicates honesty and friendliness. Ask the group for other examples from their experiences.

- Ask them, "What might a recruiter need to know about a family's communication style and his/her own communication style." Make a list of potential areas of misunderstanding. Possible areas are:

  - eye contact
  - how close people stand to each other
  - touching
  - how loud or quietly a person speaks
  - tone of voice
  - gestures
  - who gets the last word or who decides when a conversation is over

Next Steps:

- To conclude this section and prepare the audience for the next part of the workshop, summarize by saying, "Knowing that a family's goals and priorities are a product of their culture raises several questions that impact recruiting.

Some of these questions are:

How do cultural differences affect a family's perception of a program?

How might a family's culture influence the ways in which they receive information about the program?

How do we reach families for whom current recruitment methods aren't working?

Could there be cultural differences we're not attending to?

In the next part of the workshop, we'll explore these questions indepth.

- If the group was unable to think of examples of how values and beliefs affected recruitment (in Activity 2) have them brainstorm possibilities based on what they have learned in Part III.

- To provide further information and examples distribute Handout # 1, *Reaching Out to Bilingual Families* by Gail Weinstein-Shr. Suggest that the examples used in the article will help them think of the questions they could ask their community partners and contacts.

Part IV: Designing a Recruitment Plan

Background/Preparation

This final part of the workshop series is designed to build the capacity of program staff to develop an organized and comprehensive recruitment plan. It provides a format for integrating the information that emerged from the previous parts of the workshop into a concrete "how to" approach to recruiting. Although many programs already use a variety of strategies to attract potential program participants, the techniques are sometimes scatter-shot rather than systematic and on-going. The goal of more planful recruitment is to ensure that programs reach and attract those participants most likely to benefit, not just those who are the first to respond.

In preparing to facilitate *Designing a Recruitment Plan*, it will be important for you to review the funding guidelines under which programs operate, specifically those that relate to selection of program participants. For example, programs such as Even Start are mandated to recruit those **most** in need of family literacy services. In Head Start, at least a portion of the children recruited to receive program services **must be** children with disabilities. You may need to tailor or adapt some of the information, activities and/or handouts to reflect specific program guidelines.

It is equally important to reinforce the concept that reaching out to specific target populations may require a change in the way programs have defined and approached recruitment in the past. Changes in funding mandates, community demographics and the availability of like or competing services, all have an impact on recruitment. Programs may need to reassess what is needed to get their message out to their target population, and what are the most time efficient and cost effective means to accomplish this task. This assessment begins with a review of what is working (what strategies are in place and are attracting the targeted population) and what changes need to be put into place to make recruitment more effective and user-friendly.

There is no one best way to recruit participants. Individual programs and staff will need to discover the strategies that work best for them in their community given their resources and funding mandates. However, the information and processes within this part of the workshop can be a springboard for group discussions that guide programs as they discover their own solutions. This process will take both time and commitment on the part of program administrators and staff, but should lead to more effective and efficient recruitment in the long term.

Key Message for Participants

An effective recruitment plan is systematic and ongoing, with recruitment strategies that are selected to reach your target population. In the final part of this workshop, you will develop an organized and comprehensive recruitment plan by integrating the information from previous parts of the workshop.

Learner Outcomes

As a result of completing this training, learners will:

- understand the underlying principles of effective recruitment;
- build their capacity to analyze the effectiveness of current recruitment practices;
- identify changes in recruitment practices that will reach a target population more effectively; and
- develop a comprehensive and systematic recruitment plan.

At A Glance

Part IV: Designing a Recruitment Plan

ACTIVITY		OVERHEADS	MATERIALS
Activity 1: Time:	Unpacking Effective Recruitment 15 - 20 minutes	# 17 # 18	Overhead projector, Handout # 5, four sheets of flipchart paper with headings, markers, and tape
Activity 2: Time:	Analyzing Our Efforts 40 - 60 minutes		Lists from Activity # 1, Handout # 6, four sheets of flipchart paper with headings, markers, in two or more colors, and tape
Activity 3: Time:	Recruitment Action Plan 50 - 60 minutes	# 19	Overhead projector, lists from previous activities (the list of targeted groups from Part II and the analysis from Activity 2, above) tape, Handout # 7, and overhead markers

Activity 1: Unpacking Effective Recruitment

Purpose: Although individual programs may approach recruitment differently, there are some underlying principles or philosophies that are common to programs which have been successful in reaching out to their target audiences. This activity provides an overview of these underlying principles and provides learners with an opportunity to identify what implications these principles may have when designing a recruitment plan.

Directions: ■ Use Overhead # 17

We will:
• ***understand the principles of effective recruitment;***
• ***build capacity to analyze current practices;***
• ***identify changes in recruitment practices; and***
• ***develop a recruitment plan.***

Begin by stating that in the previous parts, learners began their journey towards designing a comprehensive recruitment plan by identifying the program messages that they wish to communicate (or market) and the target audience for those messages. In this final part, learners will complete this journey by designing a comprehensive and systematic recruitment plan.

Review the learner objectives for this part which are summarized on the overhead.

As a result of completing this part of the workshop, learners will...

- *understand the underlying principles of effective recruitment;*
- *build their capacity to analyze the effectiveness of current recruitment practices;*
- *identify changes in recruitment practices to reach the target population more effectively; and*
- *develop a comprehensive and systematic recruitment plan.*

State that the challenge in this part is to design a comprehensive recruitment plan that will enable program staff to maximize their efforts in reaching out to a target audience. This process begins with defining the underlying principles that are the foundation for effective recruitment efforts.

- Use Overhead # 18

> ***Effective recruitment...***
>
> ***... is an ongoing process, not a one time event;***
> ***... is everyone's job;***
> ***... employs multiple strategies that are culturally appropriate; and***
> ***... ensures strategies are user-friendly.***

State that you will begin by defining the principles that are foundational to effective recruitment. These principles (or lessons) have emerged from practitioners who have demonstrated the capacity to reach and retain their target audience over time. Introduce the statements as they appear on the overhead and state that you will be addressing each of these statements in turn. Provide each learner with a copy of Handout # 5.

- Write each of the four *effective recruitment* statements on a separate sheet of flipchart paper and post each one. You will be addressing each statement in turn and expanding on it by using the information on Handout # 5 and/or by adding information/examples that have emerged from previous discussions. After you have expanded on a statement, ask learners to add implications and write down their responses on the chart paper. Continue addressing each statement in turn until you have addressed all four.

Debriefing: Keep the flipchart paper posted throughout the remainder of this part of the workshop and refer back to the information as needed. In summarizing this activity remind learners that as they proceed in developing their recruitment plan, they will want to ask themselves:

Does our plan reflect an ongoing process?
Do we all share a role in recruitment and are we prepared for that role?
Are we using culturally appropriate multiple strategies?
Are these strategies user-friendly?

The next activity will explore answers to the last two questions.

Activity 2: Analyzing Our Efforts

Purpose: Most programs are already engaged in recruitment efforts and employ a variety of strategies. But some strategies are likely to be more effective than others. This activity is designed to build the capacity of learners to analyze their current recruitment efforts in order to identify what works (i.e., what efforts reach their target audience), which ones may need adaptation to become more effective, and areas where effective strategies may be lacking.

Directions:

- Begin by stating that most programs employ an array of recruitment strategies. The purpose of this small group activity is to identify which of their current recruitment strategies are effective - that is, they get the messages about their program's services to the audience they would most like to reach.

- Place each of the following strategy words on a different piece of flipchart paper and post them in different areas around the room: **print** (e.g., newsletters, posters, flyers), **use of the media/technology** (e.g., T.V., radio announcements, telephone), **direct contact** (e.g., door to door canvassing, open house meetings) and **indirect contact** (e.g., using the assistance of cooperating agencies to promote your program).

- Divide learners into four small groups and assign each group one of the four strategy words. Ask each group to select a facilitator/recorder for their group. The role of the facilitator/recorder is to keep the group on task and to record the information that emerges from this activity.

- Ask each group to look at the strategy word listed on their flipchart paper. Have learners reflect for a moment on all the different types of recruitment activities **currently** used in their program. After a moment for reflection explain that their first task as a small group is to brainstorm all of the current recruitment activities they think fit under their **strategy word** (print; media/technology; direct; or indirect). Recorders should write responses on the flipchart paper underneath the strategy word. (Some activities may appear on more than one group's list). Allow about 10 minutes for this brainstorming activity.

- Once groups have had time to brainstorm a list of responses, have each group share their list with the others. Ask if there are any additions to the lists.

- Explain that each group will now select two recruitment activities from their list to analyze. When choosing which activities to analyze, they should keep the following questions in mind:

  Is there an activity on this list that is labor intensive and you're just not sure it's worth the effort?

  Is there an activity that seems to work well for some groups of families, but not others?

  Is there an activity that you think works well and you'd like to know more about what makes it work well?

  (Note: Presenters may wish to rephrase or add to these questions.)

- Provide learners with copies of the directions and forms of Handout # 6 *Analyzing Recruitment Efforts*. Review the directions on the handout, using the sample provided for examples. Ask if there are any questions.

- Tell learners they will have twenty minutes to analyze two activities. If they finish early, suggest they try to analyze a recruitment activity they have been thinking of, but have not tried.

Debriefing:

- Have the groups post their analyses on the wall so that others can see the results. Give everyone five minutes to walk around and read the results.

- Ask learners to be seated. Conclude by asking if learners have any questions or comments about the posted information. Ask learners to add any additional strengths, constraints or changes they think are important to consider. Explain that they will be using the information they have generated in this activity to develop their recruitment plan.

- In conclusion, remind learners that they can use this analysis process when considering new activities as well as in reviewing current activities.

Activity 3: Recruitment Action Plan

Purpose: The *Recruitment Action Plan* provides a systematic method for selecting and planning recruitment activities. The learners have both identified whom they want to target for recruitment and examined their recruitment strategies with their intended audience in mind. Now they will bring everything together to design their recruitment plan.

Directions:

- Introduce this activity by explaining to the learners that they will be bringing together the activities from all four parts of the workshop to design their recruitment plan. The list of families targeted for recruitment (from Part II) should be posted on the wall along with the lists and analysis of recruitment efforts. Explain that they will be selecting the most effective recruitment strategies for their target audience and making plans for implementing these strategies.

- As a group, look at the recruitment activities that were analyzed in Activity 2. Ask the group if there are enough resources and time to do all of the activities. If yes, skip the selection process and proceed to the following step.

- If there are limited resources, the group needs to select those activities that are most successful, but represent a variety of types of strategies which are most appropriate for the families identified in Part II. This selection can be made through group discussion. You as the facilitator will star the selected activities which will be included in their action plan.

Alternative selection strategy. If the group has difficulty in coming to agreement or if you, as the facilitator, think it will be more effective, have the group "dot vote" for the recruitment activities it is most important to implement. "Dot voting" means you give each person five colored dots. Each person puts one of their five dots by each of the recruitment activities they think are most effective in reaching their target audience. The activities with the most dots are the ones that are included in the *Recruitment Action Plan*. You, as the facilitator, will have to make a judgement as to how many activities the program has enough resources to implement.

- Use Overhead # 19

RECRUITMENT ACTION PLAN				
Recruitment Activity	*Targeted Groups*	*Activity Preparation*	*Dates*	*Who is Responsible?*
1				
2				

Distribute Handout # 7, which is the same as the overhead. Tell learners they will start by working together on an example. They will then break into four groups, one for each recruitment strategy, to complete the action plan for that strategy.

- Pick one activity, such as the one with the most votes, to use as an example. Write the activity on the overhead in the first column.

- Ask the learners "Which of the targeted groups can be recruited using this activity?" Direct the group to look at the targeted families identified in Part II for ideas. Write all of the groups for whom this activity is appropriate in the second column on the overhead.

- Ask, "What preparation is needed to use this activity?" Remind the group to think of any adaptations that may be needed, such as translating the message. List the preparation on the overhead in the third column.

- Finish the example by asking when the activity will start and how long it will continue. Fill in the starting and ending dates. The final step is to determine who will be responsible for the activity. (This may not be a decision the group can make.)

- After completing the example, have the learners break into the small groups they were in for the previous activity. Direct each group to draw up an action plan for the selected activities. Tell them they will have 20 minutes to develop the action plan. (Adjust the amount of time to fit the number of activities in the action plan.) Remind learners that the goal is to have all targeted groups reached by a variety of activities.

Debriefing:

- After twenty minutes, reconvene the whole group and have each group report out. As they report, list the activity and target group on a flipchart. Allow time for questions after each strategy group reports. When the reporting is complete, ask the group:

  Will the plan, taken as a whole, achieve your goal of reaching the targeted families with a variety of recruitment activities?

  Is it realistic in terms of time and money?

  Do you need to add other recruitment activities to better reach the targeted families?

  Do you need to prioritize the activities? If so, decide how this will be done.

- Decide who will take all the information and type or write up the complete plan. Verify when people will start implementing what they have planned.

  Or, if the plan needs further adjustment and refining, make plans for when this will be done and who will work on it.

- As this workshop concludes, remind learners that the job is just now beginning. As they go forth and recruit, they will need to continually update their plan by using the skills in this training. Reinforce the message that recruitment is a process with no beginning and no real end.

Next Steps:

- Ask the group to consider how they will assess the effectiveness of their recruitment plan. When will they meet to discuss how the activities are working and update the plan?

Workshop Handouts

REACHING OUT TO BILINGUAL FAMILIES[1]

WHAT DO I NEED TO UNDERSTAND ABOUT A FAMILY'S CULTURE?

Gail Weinstein-Shr

As our communities become increasingly diverse, it will become the rule rather than the exception for program planners to find bilingual families among those who may benefit from their program. By learning about these families and the communities in which they live, program directors are better equipped to provide culturally appropriate services and to extend invitations to participate that have a better chance of acceptance.

Program directors who hope to involve parents for whom English is not a native language may wish to learn about: 1) the structure and characteristics of the community where target families are members; 2) the language, literacy, and educational profiles of communities and community members; and 3) the most pressing concerns of adults in their role as parents.

1. Structure and characteristics of refugee and immigrant communities

Diversity Ethnic groups which may seem monolithic can be extremely diverse in any number of ways. Latin Americans may come from any number of countries, and may speak Spanish as a first, second or third language. Filipinos come from a tiny set of islands where no less than 150 mutually unintelligible languages are spoken.[2] Secondly, rural/urban differences often accompany educational differences. The first wave of Vietnamese refugees were university educated city-dwellers, while later arrivals were farmers who had never held a pencil before seeking refuge.[3] Religion is yet another source of difference among Chinese; some are Catholic, some are Buddhist, while yet others are avid atheists. And the differences go on. In a seemingly homogeneous Hmong refugee community in Philadelphia, one study showed the existence of two sub-groups with very different kinship patterns and different goals for literacy that has profound implications for educational programming.[4]

Queries: *In the communities you wish to serve, in what ways are members diverse?*
How are divisions expressed in the communities?
What are the groups and subgroups?

Community leaders and other "key players" To learn about the target group and to gain their trust, it will be necessary to have the help of leaders and other friends of the community. Ethnic leaders may be in visible positions such as heads of mutual assistance associations, or they may be "unofficial" to outsiders while well-known within the communities themselves. Both native and non-native religious leaders, resettlement agency workers, directors of senior centers and teachers are among "key players" who may be known and trusted by members of the community.

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Queries: In the communities you wish to serve, what organizations have a history of service to the group?
Who are the key leaders, both native and non-native?
How can you enlist their help?

Traditional families, new families Newcomers to the United States may bring with them very different ways of reckoning family relationships. Hmong refugees of the same generation who share a clan name consider themselves "brothers" or "sisters", and expect to observe specific rights and obligations from those clan mates.[5] In Laos, the mother and other women formed a cooperative group for rearing children, a pattern that often continues in America.[6] Cambodians fled in such tragic circumstances, that it was rare for any nuclear family to resettle intact. Cambodian families in America are often reconstituted with survivors who create fictive bonds to cope with terrible loss.[7] Many Southeast Asian refugee households are headed by women because of the loss of men in the wars. To provide an educational program with a family approach, it will be necessary to understand the nature of the families, from your outside perspective as well as from their own perspective.

Queries: Who are members of the families you wish to serve? (How do they themselves see the boundaries?)
What are kin patterns and social networks that influence how people manage?
Who are the caretakers for children in the families you wish to serve?

2. Language, literacy and education: Community and individual profiles

History In order to meet the needs of uprooted families, it is helpful to know what educational resources they have brought with them. Koreans, for example, come from a country where 97% of the population is functionally literate.[8] In Korea, virtually all citizens have access to public education. As immigrants rather than refugees, Koreans had time to prepare, plan and make their move with minimal stress and interruption to their own or their children's educations. The move itself was often an attempt to improve educational opportunities. In contrast, Cambodians with any educational experience were the first to be exterminated under the Pol Pot regime. Those who got out had either little education, or were able to effectively pretend that they hadn't. Centuries of literature were destroyed. During years in flight, many refugees began their educational experiences in refugee camps. Depending on the time and the camp itself, a variety of educational experiences were available to different refugee groups. Literacy and schooling are not always synonymous. Many Hmong refugees from Laos, despite a history of inexperience with formal schooling, have been quite successful at learning Hmong literacy through informal channels, such as one-on-one teaching by family members.

Queries: What were the educational experiences of target families in their homelands?
What were the circumstances of flight, and the nature of interruptions in schooling?
What is the history of experience with native literacy?

Language use in the community: Current practices Some uprooted groups make special efforts to promote oral and written native language development. When bilingual programs are not provided by an American school district, some groups such as the Chinese pay privately to send their children to Chinese

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weekend schools. Other groups are anxious to acculturate as quickly as possible, and encourage their children to make the transition from the native language to English. Researcher Lily Wong-Fillmore warns that where language loss was once a three-generational process, recent research shows that this may be accelerating to two generations, resulting in families in which parents and children have difficulty talking with one another.[9] Immersion in English at too early an age, she suggests, can be devastating to family relationships if support for native language development is lacking. The work of Jim Cummins[10] also suggests that lack of foundation in a native language interferes with development of language and literacy in the second language.

Queries: *What are attitudes towards native language in the target community?*
What are the supports for development and use among children and adults?
What are parents' language and literacy goals for themselves and for their children?
How can your educational efforts support native language development?

Roles of teachers, parents and children In order to invite adults to participate in their children's schooling, it is helpful to have some information about relationships between teachers, parents, and children in the country of origin. For many Asian immigrants, such as the Lao, while high value is placed on education, it is considered the teacher's responsibility to provide for the moral and spiritual education of children. Cambodians refer to teachers as the "second parent" who is entrusted with the child's care. In some countries of origin, it is seen as inappropriate for parents to intervene in any way with the teacher's job. Families such as these may be quite puzzled when they are invited to give input. The passive role of parents may be exacerbated by language barriers and lack of understanding of the American school system. A second consideration for program planners and recruiters to consider is the sociolinguistic rules governing behavior between children and adults. One researcher comments that obedience means that not only are Filipino children not to be heard, they are also to remain unseen. According to Jocano, "strict obedience and discipline are demanded and bred by the parent of the child". Some of the interactions suggested by an American educational program would seem inappropriate to adults and children who are operating under unspoken rules that require children to signal respect by repressing their own ideas and desires in the presence of adults. Among Hmong refugees, children learn by observing adults, and by talking with peers. Conversations between children and adults are not the norm.

Queries: *What is the traditional relationship of teachers and parents in the country of origin for the community you wish to serve?*
What are the norms for interaction between adults and children in this community?
How do your program activities fit (or not fit) these norms?
What are possible avenues for adjustment or negotiation?

3. Addressing the concerns of adults

Of the millions of uprooted adults to land on American shores, rarely if ever is there an adult who does not want their child to succeed in school. However, the child's school success is only one of many concerns that uprooted adults face in adapting to life in their new country. If a program is going to attract adults, it

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will be necessary at the very least to be aware of those concerns, and better yet to address them through the work of the program.

Surviving trauma Some problems are serious: post-traumatic stress syndrome is the rule rather than the exception for survivors of genocide. Depression, alcoholism, and other problems may be symptomatic of this affliction. When adults are dealing with serious physical and emotional stresses, it may be difficult for them to make involvement in their children's schooling their first priority.

"Discipline" in a dangerous world When Cambodian parents come together, they often commiserate that their children are out of their control.[11] Often living in poor neighborhoods where drug activity is rampant, adults fear for the lives of their children. One author notes that a society that was once patriarchal, became matriarchal through war losses, and then through language barriers in the U.S. has become "filiarchal" as children control more and more of the interactions with the host culture. For Cambodian parents, "discipline" is a repeating theme - as their children do as they please. U.S. child abuse laws are an area of concern and puzzlement.

Changing roles of girls and women To protect their children and promote their interests in their view, many parents keep asking girls to come home immediately after school. Household chores contribute to the household but also prepare a young woman for marriage. These goals, appropriate in the country of origin, may be in direct conflict with expectations of American schools and American society in general.

Differences in priorities between native and host cultures For Korean parents, among others, the school success of their children is a reflection on the family as a whole, and is thus a source of pride or of shame. For Korean parents, extracurricular activities many be seen as a distraction from the serious work of study. Children are soon caught between two worlds: one where serious study is paramount, with the family name at stake, and another where balance of work, play and social activity are valued and encouraged. It is important for adults to have information about American values and to learn about the pressures that their children are under to follow American norms. It is also helpful for American educators to understand the perspectives that non-native parents bring and the ways in which they are behaving, as they see it, in the best interests of their children.

Queries: *What are the most pressing general concerns of the adults in the target community?*
What are their specific concerns about their children's schooling?
What are possibilities for providing opportunities for adults to discuss their concerns with one another?
What are possibilities through your program for helping adults gather information about the school system, drugs, discipline, child abuse laws, or any other concerns they may have?

The above themes are suggested as beginning points. These may not be the most important ones for the communities that you wish to serve. In order to respond appropriately to uprooted families, the most

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important strategy is to take an inquiring stance - to invite community leaders and families themselves to teach you about themselves, their concerns, and to learn together how best to serve their unique educational needs.

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1. For a brief overview, see Weinstein-Shr, G. (1990) *Family and Intergenerational Literacy in Multilingual Communities,* an ERIC Q&A prepared for Center for Applied Linguistics, Washington, DC. For more extensive information, see Weinstein-Shr, G. and E. Quintero (Eds.) *Immigrant Learners and Their Families: Literacy to Connect the Generations*, Center for Applied Linguistics/Delta Books (in press).

2. *Handbook for Teaching Filipino-Speaking Students*, California Department of Education.

3. *Handbook for Teaching Khmer-Speaking Students,* Folsom Unified School District.

4. Weinstein-Shr, G. (1993) "Literacy and Social Process: A Community in Transition". In B. Street, (Ed). *Cross Cultural Approaches to Literacy,* Cambridge University Press, England.

5. Weinstein-Shr, ibid

6. *Handbook for Teaching Lao-Speaking Students*, California Department of Education.

7. *Handbook for Teaching Khmer-Speaking Students*, California Department of Education.

8. *Handbook for Teaching Korean-American Students*, California Department of Education.

9. Wong-Fillmore, L. (1991). "When Learning a Second Language Means Losing the First." *Early Research Quarterly* 6:323-346.

10. Cummins, J. (1981). *Empowering Minority Students*. California Department of Education.

11. See McKay, S. & Weinstein-Shr, G. (1993). "English Literacy in the United States: National Policies, Personal Consequences." *TESOL Quarterly* 27(3): 399-420.

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Community Jigsaw

Organization _____

Target Population	***Services Provided***	***Help with Recruitment?***

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The Preschool Visit

A recruiter had visited a family several times trying to encourage the parents to enroll their four year old daughter in the community preschool program. The mother was very polite and willing to talk with the recruiter, but she was reluctant to enroll her daughter in preschool. The little girl was the oldest of three children and the recruiter thought the preschool experience would benefit both the mother and the child. To demonstrate the benefits of the preschool, the recruiter invited the mother and daughter to attend an afternoon session and become acquainted with the staff and other children. She helped arrange childcare for the two younger children so the mother could come.

When the family arrived, the little girl was dressed in her best clothes, all neatly pressed. They were greeted warmly. Some of the children were playing at the water table, while other were hard at work in the block area or playing with clay. The little girl was asked if she wanted to join the other children, but the mother said she would prefer her to watch for a while. Several of the children had grass stains on their clothes from an outdoor activity earlier in the day. One little boy proudly displayed the picture he had painted along with the front of his tee shirt. The children in the preschool program gathered around for story time, and the little girl was asked if she would like to sit on the floor with the other children. The mother hesitated, but then agreed. After the story, all of the children acted out the different animals they had been reading about. The little girl seemed to be enjoying herself, but kept looking at her mother. The staff talked to the mother about how much her daughter would enjoy the program. The mother looked very uncomfortable and asked why the children were so dirty. The recruiter felt the visit was not going as she had expected.

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GETTING TO KNOW YOU

Directions: Make enough copies of this handout so that half of the workshop participants will have the directions for Role A and half will have the directions for Role B. Each group gets only the information for their role. Before distributing the role descriptions, cut out the directions for Role A and Role B.

A
Getting To Know You

Interview your partner about their interest and hobbies. While interviewing use the following rules of communication.

"Avoid eye contact and show little emotion while interviewing your partner about his/her interests and hobbies. Under no circumstances touch anyone outside of your family."

B
Getting To Know You

Interview your partner about their interest and hobbies. While interviewing use the following rules of communication.

"Stand six inches closer than 'normal' to your partner while you interview him/her about hobbies and interests. Use gestures frequently throughout the interview. People of the same gender should touch each other when making an important point."

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Effective recruitment...

- **... is an ongoing process, not a one time event**

  If you define *recruitment* as marketing the message about who you are (as a program) and what you have to offer, every interaction between your program and the community can be seen as a recruitment opportunity. Some efforts are more "formal" (e.g., door to door canvassing) while others are more informal (ongoing newspaper articles about program events).

  What are the implications for our recruitment efforts?
  Getting your message out and keeping it visible will take a combination of both formal and informal efforts that occur over time. Recruitment efforts should also be year-round to keep your program visible, even if your more formal efforts are concentrated at a specific time of year.

  If you view recruitment as a process, you realize that recruitment plans are never "finished" and need periodic review to ensure that they continue to be effective.

  Implications for our program:

- **... is everyone's job**

  A staff member attending an inter-agency meeting, a current (or past) program participant telling another community member about your program, the secretary answering questions on the telephone, the staff person doing door to door canvassing, all play a role in translating messages about your program to potential participants.

  What are the implications for our recruitment efforts?

  In order to contribute to recruitment efforts, everyone (administrators, staff and participants) should have a common understanding of the program's mission, services and target population.

  Implications for our program:

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- **employs multiple strategies that are culturally appropriate**

  There is no one way to recruit. People obtain information through a variety of means - some use print, others media, still others prefer to "go directly to the source" for information. Some need to hear a message only once to be interested, others may need to hear a message several times or from several sources (including other agencies) in order to act.

  What are the implications for our recruitment plan?

  Where and how information is received will vary by individuals. Programs will need to employ an array of strategies over time to reach out to a diverse audience.

  Implications for our program:

- **ensures strategies are user-friendly**

  Recruitment efforts should be user-friendly, that is, adapted for the audience they are intended to attract.

  What are the implications for our recruitment plan?

  Using a variety of strategies may make the messages about your program available but they must also be *accessible.* For example, you may already be using a variety of print materials to market your program but are they at an accessible reading level? Are they translated into the primary languages of your target population? Information forms are part of recruitment. Are they burdensome? Intrusive?

  Implications for our program:

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Directions for Analyzing Recruitment Efforts

1. Fill in the type of recruitment efforts (print, media/technology, direct contact, or indirect contact) your group is analyzing.

2. In the first column, under Current Recruitment Activities, list two activities from the brainstorming list that you want to analyze. These can be recruitment activities that are especially successful or ones that are not as effective as expected.

3. Starting with the first recruitment activity you listed, write a description of that activity in the box. Include who you wanted to reach (e.g., mothers of three and four year olds with incomes below the poverty level; migrant parents).

4. Continuing with the same activity, fill in the strengths of the activity in the second column. Questions to think about include: What about the activity was successful? Who did you reach? What adaptations were made to make the message "user friendly" (e.g., the message was written at an 8th grade level and was translated into Spanish)? Where and how was the message successfully distributed (e.g., the flyers were displayed at the WIC clinic)? Also consider such factors as the time needed to prepare for the activity and the cost of materials in relation to the response generated by the activity.

5. Moving on to the next column, think about the limitations of this method of recruitment. Who would you have liked to reach, but didn't? (For example; people who do not have a phone or families with no school age children.) Was the cost in materials or time reasonable for the number of responses?

6. Next, brainstorm the changes that would make the activity more successful. Put your ideas in the last column labeled Changes.

7. Repeat the process with the other activity you have chosen to analyze.

8. If there is time, think of an activity you would like to try and analyze it in the same way.

9. Summarize your analysis on flipchart paper using the same headings. Tape up the analysis where the entire group can see it.

(This activity can be repeated using additional recruitment methods.)

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Analyzing Recruitment Efforts
_____ Strategies

(Fill in Print, Media/Technology, Direct Contact, or Indirect Contact)

Recruitment Activities	Strengths	Limitations	Changes
1.			
2.			

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Sample
Analyzing Recruitment Efforts
_____ Strategies

(Fill in Print, Media/Technology, Direct Contact, or Indirect Contact)

Recruitment Activities	Strengths	Limitations	Changes
1. Our recruitment brochure	Provides a lot of information	May be difficult for people to read	Use shorter, more readable sentences
		Too much writing	Less writing - More white space to highlight key message
	Available in English and Spanish	Growing Chinese population - Has not been translated to Chinese	Translate to Chinese - Find out if need specific dialect
	Widely distributed at recruitment time	Need more ongoing effort	Decide on how, when, and where to distribute - Give to other community organization to distribute throughout the year
2. Our recruitment poster	Colorful - Eye catching	Drawing shows only African-American and Hispanic children	More diversity to reflect community
	Our name and phone number are easy to see	Not convenient for people to copy them down	Add pocket to put slips with our name and phone number for people to pick up
	In large grocery and drug stores	Some people prefer shopping at local ethnic grocery stores	Put translated posters in smaller neighborhood ethnic grocery stores

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Recruitment Action Plan

Recruitment Activity	Targeted Groups	Activity Preparation	Dates	Who is Responsible?
1				
2				

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Workshop Overheads

#1

Reaching Diverse Families

PURPOSE: **To assist recruiters in developing a recruitment plan that:**

- **uses recruitment strategies more efficiently, and**
- **employs new strategies for reaching the target audience.**

2

Reaching Diverse Families

Part I: Understanding Recruitment

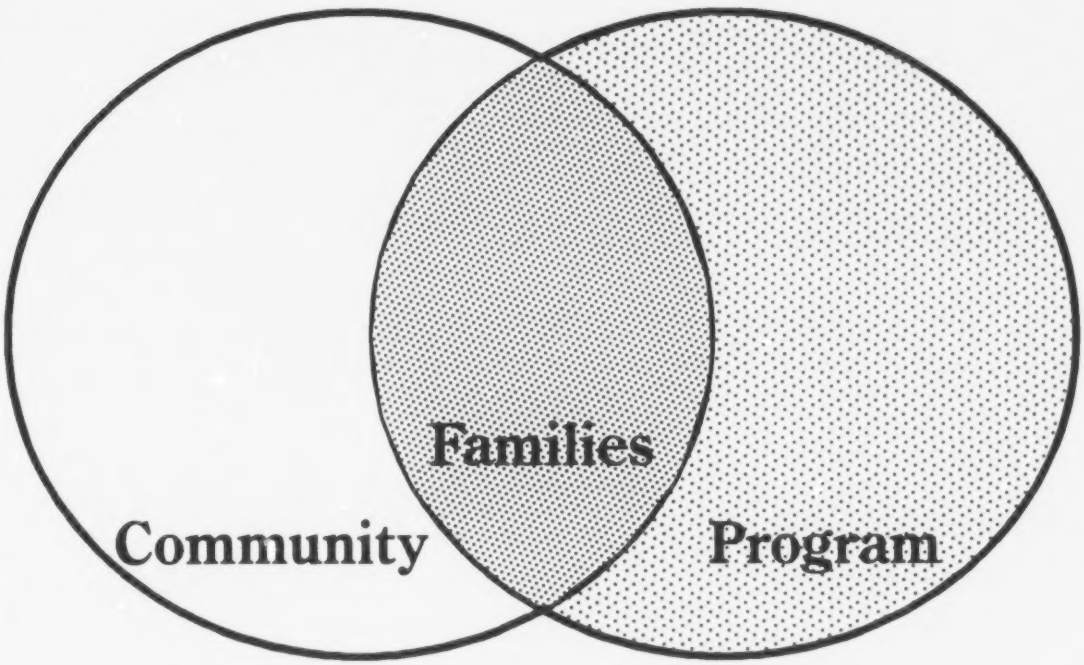
Part II: Understanding the Community

Part III: Understanding the Family

Part IV: Designing a Recruitment Plan

#3

Understanding Recruitment



#4

Part II: Understanding the Community

Who should we target for recruitment?

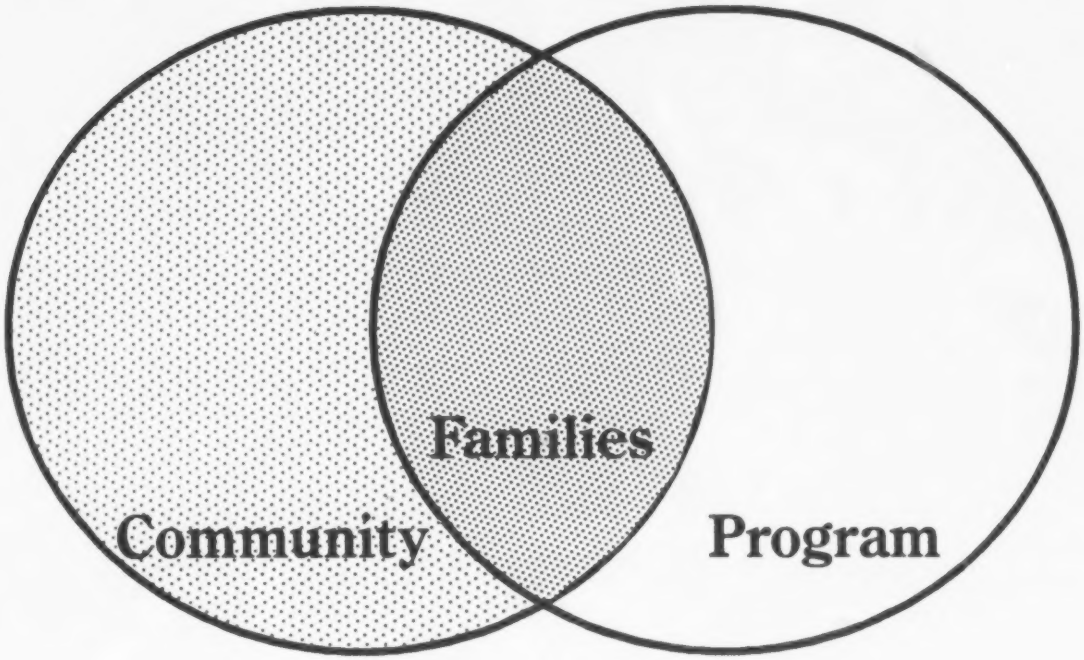
5

We will identify:

- community boundaries
- who we can serve
- cooperating organizations
- priorities for recruitment

#6

Understanding Recruitment



#7

Community Walk Through

- What do you see, hear, smell and feel?
- What are the strengths of the families you meet?
- What are the needs of the families you meet?
- How has your community changed?

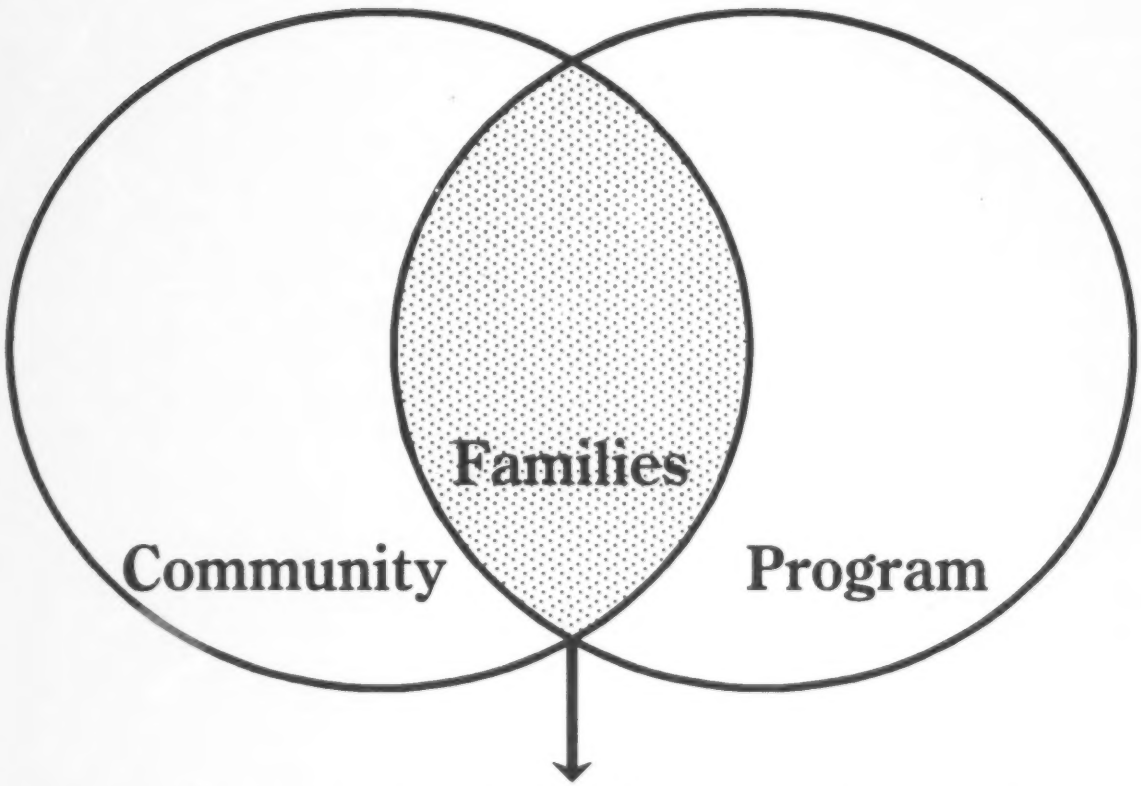
#8

Part III: Understanding the Family

What do I need to understand about a family's culture to interest them in our program?

9

Recruitment Pool



- who meet eligibility requirements
- whose needs match services provided by our program

10

We will:

- ▲ appreciate that everyone has a culture;
- ▲ understand that culture is more than race and ethnicity;
- ▲ consider three levels of culture; and
- ▲ recognize how cultural values influence recruitment.

11

KEY CONCEPT:

Everyone has a culture. Culture is the knowledge people use to interpret their experiences and guide their interactions with others. Values, priorities and beliefs are rooted in our diverse cultures.

The common values, priorities and beliefs of the program and the families it serves must be taken into account when "marketing" the program to those families.

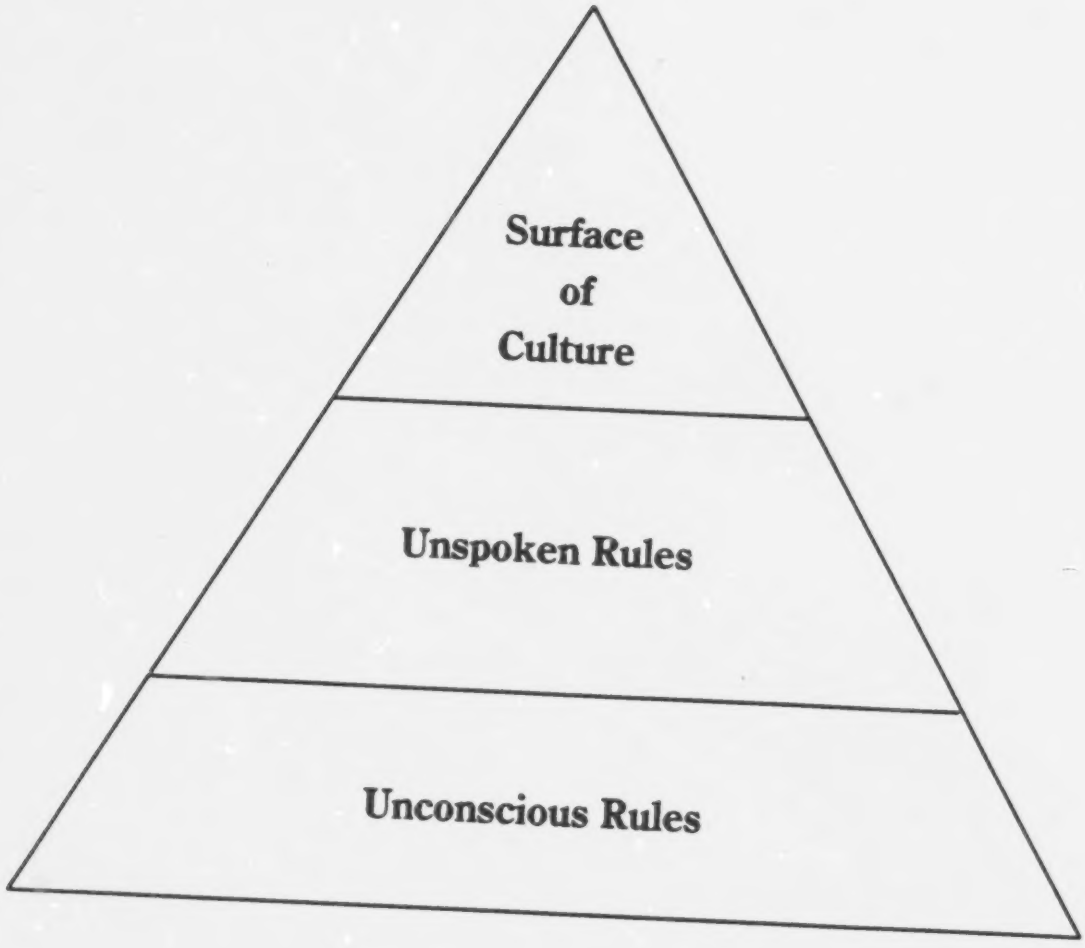
12

BUMPER STICKER ACTIVITY

- *Think of a family proverb.*
- *Design a "bumper sticker."*
- *Describe how that proverb shows family values, attitudes or beliefs.*

13

Levels of Culture



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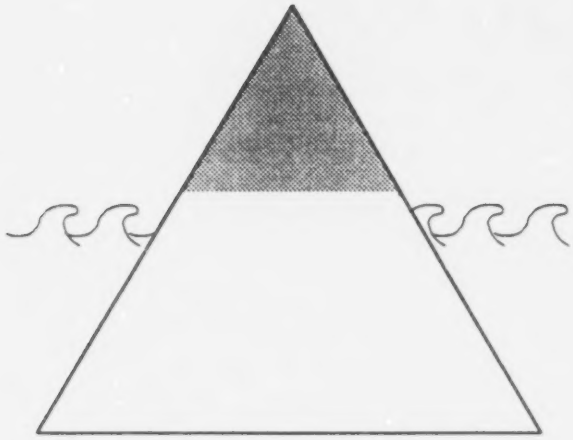


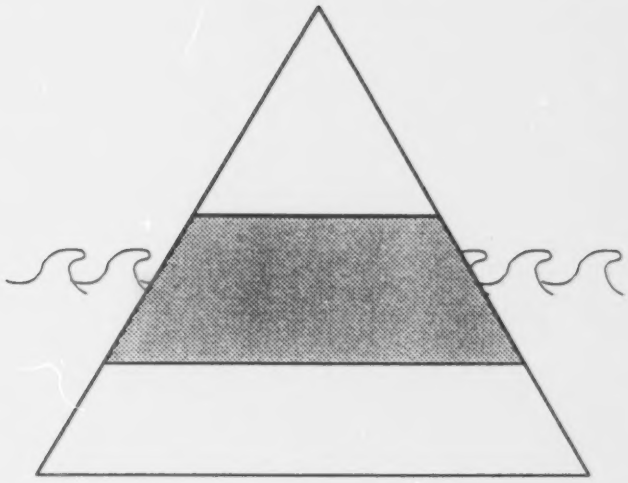
Level 1: **Surface of Culture -- above sea level**

Examples: **Architecture, food, language, music**

Learned: **Informational**

Surface of culture produces few misunderstandings.

15



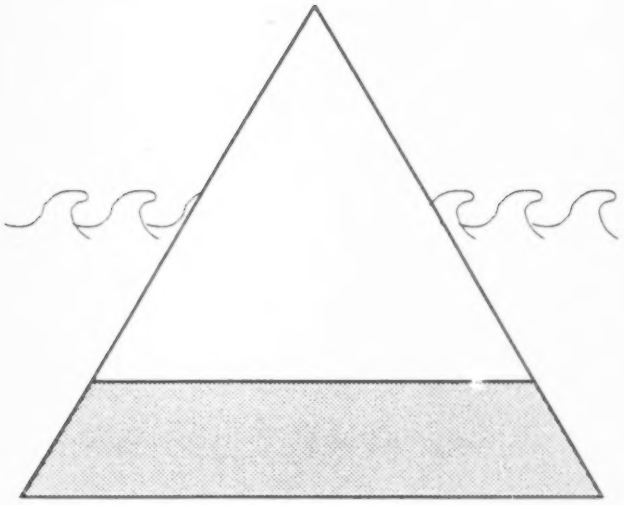
Level 2: **Unspoken Rules**
-- partially below sea level

Examples: **Courtesy, use of time and punctuality, rules of conduct for restaurants, social occasions, shopping**

Learned: **By trial and error**

Violations result in negative feelings about the violator.

16



Level 3: **Unconscious Rules -- completely below sea level**

Examples: **Nonverbal communication, touching, space, eye contact, body language, tone of voice**

Learned: **Through imitation, especially early childhood**

When rules are broken, violations taken personally.

17

We will:

- understand the principles of effective recruitment;
- build capacity to analyze current practices; and
- identify changes in recruitment practices
- develop a recruitment plan.

18

Effective recruitment...

... is an ongoing process, not a one time event;

... is everyone's job;

... employs multiple strategies that are culturally appropriate; and

... ensures strategies are user-friendly.

19

RECRUITMENT ACTION PLAN				
Recruitment Activity	*Targeted Groups*	*Activity Preparation*	*Dates*	*Who is Responsible?*
1				
2				

2 Communicating with Families & Community Partners

INTRODUCTION

TIP SHEETS AND SAMPLES

Communicating with Families and Community Partners

One of the foundations of recruitment is communication. Programs that serve children and families have traditionally employed a variety of strategies during recruitment to communicate the "message" about what the program is, who it is designed to serve, and what types of services families can expect from programs should they choose to enroll. As families in need of services become more diverse and as programs adapt to meet these needs, communicating the program's messages to families and community partners has become a more challenging task. The topics and materials in this section have been selected to assist practitioners in both reaching their traditional audiences more effectively, and in generating new ideas to reach those families who may be harder to reach with a program's customary methods of recruitment.

For recruiters, these changes also mean that they must rely more heavily on other community agencies during the recruitment process. However, building effective partnerships is a complex task. As a first step toward building partnerships and collaborations, programs need to "market" their services to other organizations. Marketing is "selling" the importance of your program goals and services to others. It begins with the understanding that others may not know specifics about your program. Initially, marketing may have to focus on providing information and dispelling myths. This might include describing what services the program provides; clarifying terms with which others may not be familiar; explaining the program's goals and practices; and answering commonly asked questions.

Communicating with Families and Community Partners was developed as a tool kit for recruiters. It has been designed to include information on effective practices through a series of "how to" tip sheets, while at the same time providing practitioners with practical samples of ready to use materials. The tip sheets and sample materials cover a wide range of strategies, from the use of print materials to using the media to enhance recruitment efforts.

Some of the sample materials in this section have been produced by the developers of this book. Others have been collected from programs and practitioners around the country. All materials may be reproduced as is, or adapted by programs to suit local needs. Recruiters are encouraged to add other samples of work to this notebook over time, to increase their resource library.

The following information is contained in *Communicating with Families and Community Partners:*

Writing for Parents;

Using A Storybook for Recruiting;

How to Advertise Your Program in One Page or Less;

Using the Media Effectively;

Focus Papers; and

Newsletters.

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WRITING FOR PARENTS

Written materials can be a time-saving and cost-effective way of reaching out to families, and may provide an avenue of information for those families not connected to community agencies. But written materials are only effective if they can be read by the intended audience. Because the educational level of parents is closely associated with child poverty, (parents who have not completed high school are less likely than parents with more education to be employed steadily) the need for such easy-to-read materials is of primary importance for many programs serving low-income families. For example:

- Three-fifths of mothers receiving AFDC do not have high school diplomas and the average reading level of AFDC mothers between ages 17-21 is below 6th grade;
- 60% of three-year-olds will spend some of their childhoods in single parent homes and nearly 40% of female single parents have an eighth grade or less education; and
- 75% of female heads of households with less than a high school diploma are living in poverty (National Center for Family Literacy, Louisville, KY, 1991).

Further, minimizing the amount of informational material available only in print is warranted by the large numbers of immigrants who arrived in the 1980's (more than 14 million, 80% of whom came from Asia and South America). In reaching these families for whom English is not the primary language, translations of written material, and user-friendly, illustrated materials may be helpful.

When writing for parents, assume that some of the parents you want to reach may not be comfortable with reading or with English as their primary language. Keep in mind the following tips from Project Plan, Inc. of Washington, D.C. on writing for readability in brochures, posters, and announcements for families eligible for your program.

Readability Tips

- Keep sentences short. Use no more than 20 words per sentence.
- Keep paragraphs short. There should be a new paragraph about every six lines.
- Use easy words. Save the big words for times when only a big word will give the precise meaning needed.
- State the purpose of your message up front.
- Write in this order: who, what, when, where, why and how.
- Be definite. Using words like seems, may, perhaps, generally, may mean that you don't have a clear picture of what you're trying to say.

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Tip Sheet Number One

- Be direct. Say "You should" rather than "Parents should".
- Use the active voice. Put the subject at the beginning of the sentence. "Please sign and return the permission slip" is better than "A permission slip is required".
- Use pictures and subheads. A page of solid writing discourages many readers before they begin.
- Watch type size and capitals. A 12-point type with six lines to the inch is best. Leave capital letters for the beginning of the sentence, proper nouns, titles, subheads, etc. When in doubt, use lowercase.

Instead of This:	Write This:
The Center gathering is for parents and teachers to get acquainted.	You can meet your child's teacher at the Center meeting.
Prior to the start of the school year...	Before the first day of school...
Demonstrate for your child...	Show your child...
This letter is in connection with your child's special learning needs.	I am writing to you about your child's special learning needs.

Type Size and Line Length

9 point type, like this, is "fine print."

10-point type is still difficult for marginal readers.

12-point type (about six lines to the inch) is recommended as a minimum for new readers.

The length of the type line should be equal to an alphabet and a half. A 12-point line should be:

abcdefghijklmnopqrstuvwxyzabcdefghijklm

If the lines are too long, new readers will have trouble finding the next line.

Type Style

Italics, like these, are harder to read than upright letters.

Sans serif letters, like these, are harder to read than serif type letters, like these. (You can tell serif letters by the little "feet.")

A This is serif type.

A This is sans serif type.

Italics and sans serif type are okay for titles and subheads, but avoid using either one for the body type.

WORDS THAT ARE WRITTEN ALL IN CAPITAL LETTERS ARE HARD TO READ, EVEN FOR GOOD READERS. If something is important, put it in boldface or underline it, but do not put it in all caps.

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USING A STORYBOOK FOR RECRUITING

The storybook *Look Inside Head Start* which follows this Tip Sheet is an example of how to write effectively for parents. It is intended as a tool for reaching parents who may not be comfortable with reading or whose primary language is not English. It communicates using very little print, relying largely on illustrations to describe the activities and philosophy of the Head Start program to child and family.

The storybook format is a unique way to involve the child in learning about a preschool program. It also serves as a prop for the recruiter to refer to while talking with the family, and as a source of information to be left with the family. Because it is ostensibly aimed at the child, the lack of print will not appear demeaning to adults. In its camera-ready form, it can easily and inexpensively be translated, since it contains so few words.

Parent participation, social services, developmentally appropriate ("learn through play") learning, nutrition education and health services, respect for cultural diversity, and Head Start's commitment to serving the handicapped are all depicted in simple cheerful drawings with short captions. While this storybook was designed for a Head Start program, it can be adapted for other early childhood programs.

How to Use the Storybook

During a home visit, a recruiter can read the storybook aloud to parent and child. This not only provides the opportunity to convey important information about your program to the parent but also provides an opportunity to model good reading habits. Moving your finger from left to right under the caption as you read it, and using a pleasant, animated voice can foster the notion that reading aloud can be an enjoyable activity for a parent and child.

As you read to the child, you have the opportunity to discuss with the parent the services, activities, and opportunities that the program provides. For example;

- "Learning through play" is the theme of the first four pages.

  A discussion of the importance of hands-on, developmentally appropriate learning experiences and their implications for future academic success would be appropriate here.

  You might briefly describe the connection between:

  - measuring, building with blocks and future math skills;
  - listening to stories read aloud and future literacy;
  - painting, riding, "bouncing" and such future motor skills as writing;
  - tasting healthy meals and snacks and future health habits [your program's meals and snacks could be described here]; and
  - talking, laughing, sharing and future success in group situations like school and work.

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Ask "What would you most like your child to learn?" If the response is not normally part of your program's philosophy, plan how you will respond.

- "Visiting" (pp. 5 and 6) illustrates ways that the program can expand the child's awareness of his/her environment within the community and beyond.

  Points of discussion might be:

  - your program's role regarding the family's health services;
  - special services, such as speech therapy, that your program can provide;
  - a description of your program's typical field trip sites;
  - the services that various "community helpers" provide; and
  - the importance of a variety of experiences to language development and beginning reading.

- "Sharing" (pp. 7 and 8) suggests the common theme of human support in the parent participation and social services component.

  You might want to take this opportunity to discuss:

  - parent workshops;
  - the role of parent involvement in decision making;
  - opportunities for teacher-training;
  - the opportunity for friendships with other parents;
  - the range of services that the family worker can provide parents; and
  - parents volunteering in the center.

  Ask "How can the program help your family best?"

Use these suggestions as a springboard. You may have other information that you feel a family would value or that they might need to know about your particular program. The back page of the storybook has ample space for you to include important information about your program such as the telephone number and location.

Alternate Suggestions

Consider these additional options for using the storybook:

- Make the book available to eligible parents by offering the book at community locations such as laundromats, health clinics, and social service agency offices.
- Consider "training" teachers or doctors to use it with eligible families.
- Add a single-page enclosure for parents that contains a brief description of the program, how to apply, your program's name, address and telephone number. This can be placed between the last two pages so it can be easily taken out.
- Attach a magnet or magnetic tape to the parent information page for easy posting.

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- For families whose primary language is not English, this book can be easily and inexpensively translated since there are few words per page.

To look at the book, remove the pages from the notebook. Holding the book as if to read it, staple along the left hand edge. Now you can turn the pages.

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LOOK ←

inside

***head start** ▶

99

98

what

do you

see?

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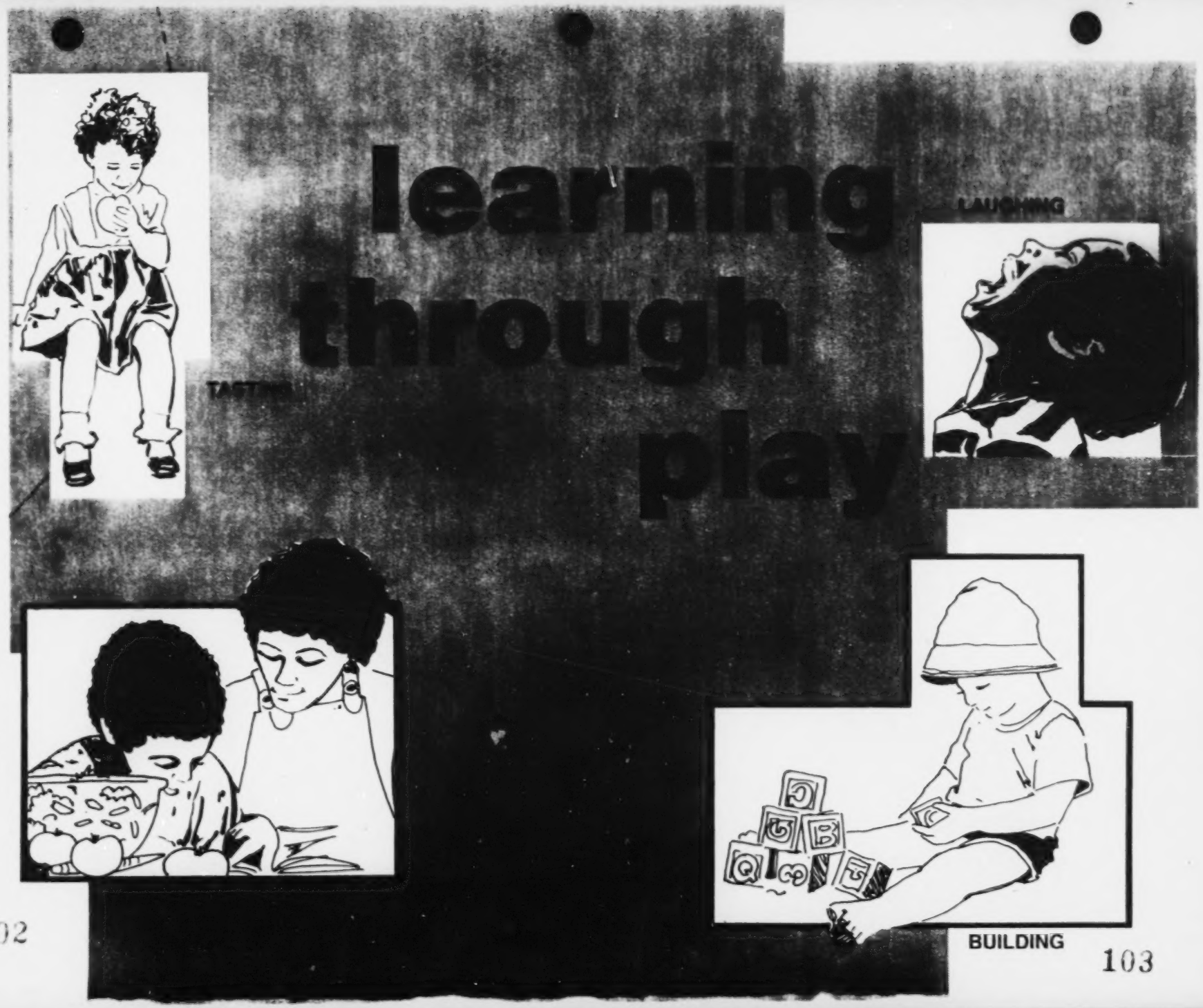

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GROWING

learning thro

LOOKING

LISTENING

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92

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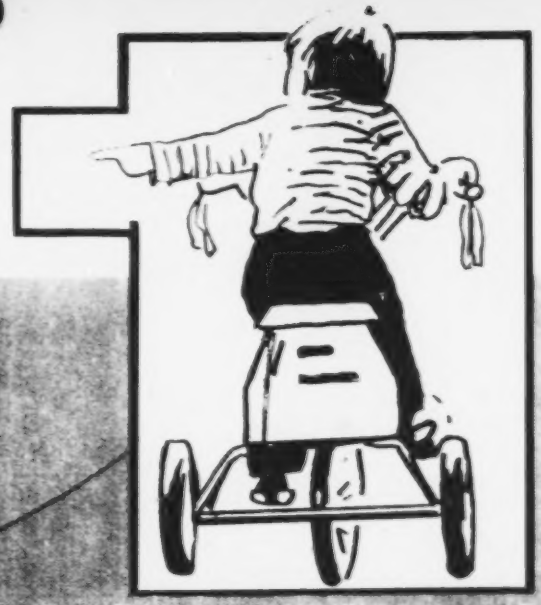
ugh play



RIDING

BOUNCING

PAINTING

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LEARNING ABOUT HEALTH

VIS

LEARNING ABOUT YOUR COMMUNITY

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ITING

FIELD TRIPS

CARING

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HOW TO ADVERTISE YOUR PROGRAM IN ONE PAGE OR LESS

There are many reasons to advertise your program and many different audiences for your message. A flyer or brochure can serve more than one purpose, but only if the audience and intended message are very similar. It is most effective to specifically target both your intended audience and purpose for advertising. People decide whether or not to read further in the first seconds they see a flyer or brochure, so you need to get their attention right away. Key points to effective advertising are:

- *create interest quickly;*
- *the key message should be immediately apparent;*
- *respect your audience; and*
- *make it easy for people to respond.*

Create interest quickly. This can be done with a short message--one phase or short sentence--that lets the reader know that you can provide something they want. This can be assistance for a need, such as low cost child care, or information on something important to them. Color, design, pictures or placement, such as a doorknob hanger or balloon, can also get people's initial attention. But keep in mind, you want people to read and respond to your message, not just comment how cute the flyer is.

The key message should be immediately apparent. Do you want them to sign up their child for a pre-school program? Do you offer comprehensive health services? Will you come to their home to do literacy tutoring? Keep the message short and simple. Emphasize essential information: who you are; what you do; who you can serve; and how people can contact you. Even skilled readers will not search for the meaning of a message and those who have difficulty reading won't even try if it looks confusing. (See Tip Sheet Number One for suggestions on how to use style to make your message easier to read.)

Respect your audience. While it is important to keep your message easy to read and understand, do not "talk down" to your audience. They should be approached as competent adults who are making important decisions about their lives, which is exactly who they are. Respect includes valuing their culture and language. This may mean advertising your program in several languages. Clear, concise messages are easier to translate as well as easier to understand.

Make it easy for people to respond. Let people who are interested know how they can get additional information. Have your address or phone number prominently displayed, along with the name of your program. Let people know who to ask for if they call. If the advertisement is displayed in a public place, it is more convenient if you can provide something that people can pick up and take with them. This may be a flyer, a brochure, or series of pull-tabs, with your telephone number, at the bottom of your notice. Very few people will stop and write down the information.

Creating awareness of your program is only the first step. How program staff respond to an inquiry will ultimately determine if people will participate.

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USING THE MEDIA EFFECTIVELY

Using the news media effectively means utilizing it to market your program. The key to effective media coverage is good relations, advance notice, and interesting, accurate information.

The news media provides an opportunity to reach many people with your message. Used effectively, the media is more than a method of publicizing special events. It can create interest in your program, support for your goals, and give recognition of participant and staff accomplishments. All at no cost to your program.

The "media" includes both print and broadcast organizations. Print media consists of daily and weekly newspapers, community and neighborhood newsletters, shoppers' guides, organization and special interest publications. The most familiar broadcast media are radio and television. Each of the media forms can be used a number of different ways.

Good Relations

Reporters are professionals and it is important to understand how they do business. The goals of both print and broadcast media are to inform, to advise, to entertain, and to make a profit. They are always looking for an interesting story. Suggestions for developing a good working relationship include:

- *Don't be afraid to contact the media.*
- *Keep relationships friendly and honest.*
- *Develop ongoing relationships with individuals.*
- *Make it easy for the media to learn about events and issues.*

It is important to call an editor or reporter well before you would like a story published. To make contacting the media easier, keep an accurate list of whom to call or send print materials to at each of the news organizations in your area. If you do not have a name, a good starting point - depending on your program - is the education, family, or life style editor. In addition to names, addresses and telephone numbers, your media list should include information about deadlines, desired format of copy, requirements regarding pictures, and special topics of interest to the reporter, newspaper or station.

Advance Notice

It is important to find out the publishing schedule of the specific media organizations you will be contacting. Deadlines vary with the type of media and reporters operate under different types of constraints. The deadline for general news in daily papers is usually 4 p.m., the day before publication, for morning papers, and 5:30 p.m., the day before publication, for evening papers. For Sunday papers, the general news deadline is 12 p.m. Saturday. However, features need to be completed by Wednesday at 5 p.m. because the feature section is pre-printed. Weekly papers have a deadline two to three days (or more) before publication. Publications with smaller audiences and magazines are prepared further in advance, from a week to two or three months.

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While local and community cable stations are often looking for stories of interest to their specific market, it is best to give television stations several days to put together an education or family story. T.V. reporters are busiest in the afternoon, before the evening broadcast. Do not call during or just before a scheduled news broadcast. Also, because late breaking news has priority, it is often not possible to say the exact day a story will be aired.

Interesting and Accurate Information

Your story can only be as good as the timeliness and quality of the information you provide. Both print and broadcast media reporters are effective at shaping a story by selecting the angle and quotes that make the story most interesting, but the clearer you are about the message you want the public to receive, the more likely you are to be pleased with the story. You need to provide them with the information and quotes which form the story.

It is important to decide in advance what you want to say and to have your information organized. If there is an angle you would like to see stressed, do not hesitate to discuss it with the reporter. Accuracy is also important. Names, places, dates, and times should be verified and available in writing. In addition, writing down short quotes or "sound bites" you would like to see featured will refresh your memory and may be useful to the reporter also.

Smaller local papers, who have fewer people on staff, often appreciate receiving the news release or story about your program already written up. When preparing a written communication for the media, keep the following hints in mind.

- *Write factually and objectively, without editorializing.*
- *Use short sentences and paragraphs.*
- *Check and recheck your facts for accuracy.*
- *Check for accurate spelling of names and places.*
- *Avoid jargon or slang terms.*
- *Don't use initials without indicating what they stand for in the first reference.*
- *"Style books" on the accepted usage of grammar, punctuation, etc. are available in most bookstores.*

Radio stations, which air public service announcements at no cost, are useful when you want to publicize an event or recruitment drive. The stations usually require a short written or prerecorded announcement that can be inserted into their programming at several points of time. You may not have a choice about when the announcement is read, but you can suggest the time of day you think the audience you would like to reach would most likely be listening.

Local radio and television stations may also be interested in doing an interview about your program or the accomplishments of participants. This requires more preparation. Several days before the show, talk with the announcer or "host" of the show. Find out the length of time she or he expects the interview to last, what the format will be, and the types of questions that will be asked. Ask if the entire interview will be broadcast or if only selected portions will be used.

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Many interviewers will ask for written information about your program in advance so he or she can prepare for the interview. You may want to prepare questions for the interviewer to ask you. This will ensure that you have an opportunity to say what is important to you. Most interviews are recorded and aired at a later date, so you will be able to let people know when to listen.

Follow-up

A sincere thank-you letter for a job well done is always appreciated. It also keeps the door open for the next time you want publicity for your program.

Adapted from *Community Action Toolkit* published by the National Education Goals Panel.

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FOCUS PAPERS

Focus papers can be used by programs serving children and families as a major form of communication with collaborators. The thought provoking, one page format can be particularly effective with busy professionals. Focus papers are designed to take a single theme, identify the key elements from research and practice related to that theme, and point the reader to additional sources of information when appropriate. They can be used as they are, combined with other forms of communication such as newsletters, posted in offices, or even used as a springboard for discussions at meetings or trainings.

Content - The content of a focus paper should be informative, relevant, timely, brief and to the point. Topics for focus papers should ideally be those for which programs and collaborators will have some use over time. Focus papers are ideal for addressing such issues as who is eligible for the program, how families are selected from the eligible pool, or the program's philosophy on collaboration.

Style - Focus papers should be written in a style that is clear, simple, direct and jargon free. They should inform and communicate, while being positive and upbeat. Above all, focus papers should be provocative and stimulate the reader's interest in the topic. They should also lead the reader to an additional resource, or point the way for more information when appropriate.

Format and Design - To attract the attention of readers, focus papers should be attractive and well organized. They are most effective if they take a single theme and develop it fully rather than trying to communicate too much information at one time. The format should be designed in a manner that balances print and illustrations, and highlights special items using graphics or boxes.

Please note: ***Collaboration: Doing More with Less*** is a sample focus paper that has been developed specifically for *Resources for Recruiters*. In addition to this focus paper, three focus papers developed by RMC Research for the Department of Education for use with Even Start programs have been included to provide you with other examples of the focus paper format.

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Collaboration: Doing More With Less

Collaboration emerges from necessity and challenge. The expressions can make it sound so easy: many hands make light work, two heads are better than one. Collaboration does not occur without cost, but there is nothing as rewarding as a solution that comes from many people getting ready to tackle the same problem. A kind of magic results when one group says to another: "We have these resources, you have those resources, and we both have these challenges. Can we make something that's better than either of us?"

Collaborative efforts can help Head Start recruiters to 1) identify families in need of Head Start services 2) provide better assistance to families already receiving services in several systems and 3) keep children from falling through cracks and ensure that they receive needed services.

Coordination or arrangements between organizations can take many forms at many levels, but one way to think about coordination is to consider the extent of interaction between organizations or agencies.

> **Outreach** is the simplest form of coordination. The focus is on sharing information about services, sharing concerns about the need for other types of services, or the referral of clients to and from a program. There is little joint decision making or joint delivery of services.
>
> **Cooperation** takes the form of informal agreements between organizations to improve the quality of the program or to increase efficiency by sharing resources such as buildings, equipment, staff or particular services such as counseling.
>
> **Collaboration** usually leads to the creation of a distinct new program component with an identity which is separate from the participating organizations. It typically requires the ongoing commitment of staff and/or financial resources by each organization. It requires joint goals, decisions, and actions.

There are several key elements needed for successful collaboration including:

- Understanding the different types of coordination between organizations: **outreach, cooperation** and **collaboration.**
- Recognizing the need for collaboration and why you want to collaborate.
- Having a positive attitude toward collaboration and potential participating agencies.
- Realizing that collaboration takes time, energy and thought.
- Knowing what others think about your organization, so you can dispel misunderstandings and provide additional information
- Understanding that collaborating agencies are likely to have different agendas, but there are also likely to be areas of overlapping interest or mutual benefit.
- Being willing to work through potential barriers such as differences in language and issues of "turf."

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Interagency blues

Everybody knows the trouble you've been

Is Even Start...

- ***a new program?***
- ***an umbrella for related programs?***
- ***an equal partner with other service providers?***
- ***all of the above?***

EVEN START ♦ FAMILY LITERACY

If you have been struggling to sustain working partnerships with other agencies, you are not alone. More and more, demands to participate in collaborative arrangements have been placed on education and social service programs. The difficulties of sharing responsibilities with partners have mushroomed even in ideal situations when agencies' goals coincide and clients' needs are apparent. After one year of operation, Even Start project directors reported the establishment of working relationships with partner agencies as the number one barrier to project success.

By legislation as well as logic, Even Start demands collaboration with local service providers for program planning, and a high degree of ongoing coordination with agencies serving similar target populations. The Even Start context makes genuine cooperation difficult because new programs have not had sufficient time to build the trusting relationships that undergird truly collaborative efforts, and further, relationships may seem one-sided; that is, Even Start projects may be seeking more than they have yet to offer in exchange. In addition, the philosophies of education-oriented staff may differ from those of social service agency providers.

Even Start projects enter relationships with adult education programs, Chapter 1 and Head Start programs, community service agencies, colleges, churches, and federally-sponsored family support initiatives for low income clients such as Job Training Partnership Act; Job Opportunities and Basic Skills Training Program; and Women, Infants, Children. Some collaborators such as Head Start provide direct core services to program participants. Others offer support in the form of transportation, child care, nutrition, counseling, and medical care. In turn, Even Start programs may be able to make referrals of hard-to-reach families to social service agencies, provide specialized training for agency staff, and offer parenting information and education. Ideally, Even Start significantly expands the services of the collaborators for client families.

Because potential Even Start partners may be wary of entering one-sided relationships, it is important early on to establish formal working agreements. The basis for the agreement is a statement of mutual objectives: In concrete terms, what are both partners expecting to gain from the collaboration?

Elements to include in an agreement:

- description of the specific services each agency will provide;
- designation of roles, including names of contact points and decision makers;
- discussion of any financial arrangements and sources of assistance;
- communication mechanisms and expectations (ie., schedule of meetings, advisory board roles); and
- terms of agreement (ie., time period for which services can be guaranteed).

Paper agreements are only as good as the spirit behind them, but an agreement document is a step in the right direction.

This set of ten Even Start Family Literacy Focus Papers was developed by Parents in Education, RMC Research Corporation, Portsmouth, New Hampshire and distributed through the Chapter 1 technical assistance system.

From Coordination to Collaboration

Moving along the partnership continuum

EVEN START ♦ FAMILY LITERACY

Even Start legislation boldly requires that grantees coordinate with some agencies for service delivery and collaborative with others for planning programs. Partnerships among community agencies may be the best hope for meeting the multiple needs of Even Start's target families, by efficiently using scarce community resources in tandem to address serious problems. In the long run, Even Start's value may be measured by the program's success in realigning existing community resources into new and more efficient service delivery structures. From this viewpoint, Even Start dollars are "seed money" to start the long-term process of collaboration in communities. But experience shows that success in this arena will not happen quickly.

Building partnerships into stable and effective collaborations takes time and proceeds through several stages of relationships. Typically, interagency relationships develop in three sequential stages: **coordination, cooperation**, and **collaboration.** Coordination describes a stage in which the focus is primarily communication of information. At this stage, agencies frequently supply cross-referrals for services; they may also share information about families they serve, suggesting service options and ideas about what will work well. Most Even Start programs readily establish communication linkages with a variety of social service agencies.

A more developed interagency relationship is cooperation, a stage in which agencies are actually sharing some responsibilities and/or resources. For example, Even Start programs may share facilities with other programs or make joint arrangements to provide childcare or transportation. Collaboration describes a scenario in which agencies establish common goals, pool resources, and together design programs to serve clients. Good examples of collaboration are Even Start programs which integrate parenting education with adult basic education services and engage parents and children in related activities. Those Even Start programs which use variations of the Kenan model to accomplish integrated services are often made possible by collaborations among schools, adult education programs, health facilities, and social service agencies.

As Even Start projects mature, program leadership will be more geared toward realizing the goal of interagency collaboration. Research about interagency relationships suggests that movement along the continuum from coordination to collaboration will be enhanced by strong communications among individuals and effective ways to solve the problems that naturally arise. Program directors who wish to encourage collaborations are advised to build in multiple opportunities for strengthening communications and to design agreements that describe problem-solving procedures.

Recommended reading:

"What it Takes: Structuring Interagency Partnerships to connect Children and Families with Comprehensive Services," Washington, DC: Education and Human Services Consortium, 1991.

This set of ten Even Start Family Literacy Focus Papers was developed by Parents in Education, RMC Research Corporation, Portsmouth, New Hampshire and distributed through the Chapter 1 technical assistance system.

Values in conflict and collaboration

Even Start is built on the value systems of individuals and organizations

The collaborations which drive Even Start are built on the recognition of and respect for all involved

EVEN START ♦ FAMILY LITERACY

Experienced educators know that any staff meeting, any phone call, any decision about how to spend money may spark disagreements. Differences of opinion come with the educational territory — while everyone values the idea of quality education and service, they may differ on how to achieve it. The complexity of sorting out values, beliefs, assumptions, and opinions that underlie program operations is especially true for Even Start programs.

The philosophy of Even Start encourages collaborators to be creative in designing a specific program, to strive for innovation in how a program works to meet family needs. Even Starts tries to remove the walls that have restricted thinking and build new structures that are more responsive to families. It begins to reassess and reshape to make services more responsive to clients. Even Start introduces partners who may have been strangers before — such as social and educational services. This collaboration movement thrusts the various beliefs and assumptions of organizations and individuals into the same arena for consideration and, potentially, conflict.

Competing values are present even in what might seem the most straightforward circumstances, like providing transportation for Even Start participants. Some might believe that some parents should bear some of the responsibility for getting themselves to the program activities; others might believe it's critical to extend every effort to help all families participate. Imagine the personal values which surround the issue of child care for siblings, another Even Start concern. One of the hardest things to accept in Even Start is that everyone has strong opinions and many of the assumptions about priorities in Even Start come from different perspectives and experiences.

Diverse program elements in which different values come to the forefront can be found in almost any issue in Even Start, including:

- who should be served
- logistics such as schedules, location, and transportation
- service choice and priorities
- initiating collaboration with other service providers

The presence and persistence of value-laden issues should not be thought of as a problem which needs a solution; it's simply a fact of Even Start life. Even Start programs can begin on the right foot by recognizing that the program is by nature value-rich, which is as much a strength as a potential source of disagreement. Even Start developers who accept this characteristic of the program will more likely find ways to channel and organize diverse ideas, preference, needs, energies, and enthusiasm into a shared investment in the program.

This set of ten Even Start Family Literacy Focus Papers was developed by Parents in Education, RMC Research Corporation, Portsmouth, New Hampshire and distributed through the Chapter 1 technical assistance system.

NEWSLETTERS

Newsletters can be used by programs as a major form of communication with collaborators. A quality newsletter may well be the most effective way of reaching other agencies and informing them of your program's activities and expectations. Newsletters can also be used to emphasize special issues.

As their name implies, "newsletters" provide readers with "news" in an informal "letter" style. Their function is to inform, announce, teach, interest, and in other ways communicate. Newsletters are useful when careful thought is given to: "Why have a newsletter?" "Who is it for?" "What do we want to communicate?" "How should we present the information?"

Content - The content of a newsletter should be informative, relevant, timely, brief, and to the point. Newsletters often include:

- Recent activities in local or national programs.
- Changes in the building or organization.
- Recently initiated services of the program.
- Upcoming events, schedule changes, or conference times.
- Human interest items featuring the children, volunteers, or staff.

Style - Newsletters should be written in a style that is clear, simple, and direct. Humor is appropriate, as long as it is reviewed in advance to assure that it would not be offensive to any readers. As newsletter editors work to inform and communicate, they should attempt to be objective and stimulating while maintaining a positive and upbeat tone.

Format and Design - To attract the attention of readers, newsletters should be attractive and well-organized. The following ingredients contribute to appealing newsletters:

Simplicity: Present your message in an uncluttered format. Reducing the number of lines, drawings, and different typefaces can make the newsletter look "cleaner" and easier to read.

Proportion: Design pages in a manner that balances articles and illustrations. Also, consider dividing pages into thirds or fifths in order to increase the visual appeal of each page.

Contrast: Use simple techniques, such as boxes and graphics, to call attention to special items. Limit the use of these techniques on each page, however, so that they will have the desired impact.

Harmony: Develop a visual "theme" for each newsletter so that the layout and graphics are complementary. Use shapes and images that go well with each other and are pleasing to look at.

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White Space: White space is the area on a page in which there is no writing or illustration. This space is very effective in improving the readability of a newsletter.

Additional ideas on producing effective and attractive newsletters:

- Present the main ideas of an article in the first few paragraphs. **Who, What, When, Where and Why** should be answered at the top of every article.
- Solicit articles from teachers, administrators, and parents.
- Invite readers to write to the newsletter to share ideas.
- Use headings within articles to highlight the points that are being made.
- Select a tone that is informal, personal, and friendly.
- Use language that is familiar and direct.
- Liven text with simple graphics that capture attention, summarize ideas, provide reminders, convey attitudes, etc.
- Use one typeface on a page. Italic, script, boldface, or all capitals can be used for emphasis in headings. On occasion, names of people or programs can be printed in a contrasting type to catch the reader's eye.
- Print or photocopy the newsletter in dark ink on white or pastel paper for clean, clear, and readable copies.

A note on the first principle of newsletters: If the information is important enough to be sent, it is important enough to be sent in the most attractive and readable form.

(A copy of an Even Start newsletter on collaboration developed by RMC Research has been included following this tip sheet.)

Adapted from: "Newsletters" published by the Office of Community Development, Massachusetts Department of Education.

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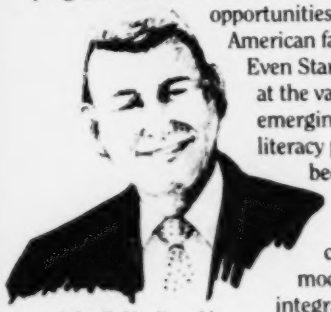
ISSUE TWO

LOOK AT EVEN START

Pulling together– the great potential in collaboration

BY JOHN T. MACDONALD

The critical core of Even Start—the concept that good things happen when mothers, fathers, and children work and think and learn together—makes the program one of the most valuable opportunities for American families. Even Start stands at the vanguard of emerging family literacy programs because it offers a concrete model for integrating services that nurture one another for the benefit of the family: early childhood programs, parenting/adult education, and parents and children together. The simple beauty of Even Start is that it helps families strengthen themselves; in turn, families are America's strength.



John T. MacDonald

At the same time, however, Even Start relies on the effective rallying of commu-

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INSIDE

Collaboration
A POSITIVE/NEGATIVE CHECKLIST

Collaboration answers some challenges... and makes new ones

Collaboration emerges from necessity and challenge. The expressions can make it sound so easy: many hands make light work, two heads are better than one. But there's nothing as rewarding as a solution that comes from many people getting ready to tackle the same problem. A kind of magic results when one group says to another: "We have these resources, you have those resources, and we both have these challenges. Can we make something that's better than any one of us?"

Even Start programs all over the country are now working hard to forge effective collaborations. The regulatory requirements of Even Start collaboration are well known; the realities of collaboration are just now coming clear to programs struggling to make them work. A body of conventional wisdom about Even Start collaborations is developing, and it consistently echoes more broad-based experiences and research on interagency collaboration.

Here are a few things Even Start people have said in terms of forming collaborative relationships. The comments have interesting connections to generic collaboration research and with some of the common challenges Even Start personnel have reported.

- *"You can't expect collaborating agencies to have the same agenda as yours. It takes time to build trust. Time spent developing a shared vision is worth it."*

Research on collaboration certainly supports this lesson from this Even Start professional's experience. In fact, one of the five "preconditions for success" identified for effective collaborations is an assessment of compatibility and desirability: an understanding of individual missions and a desire to forge a new, shared mission out of them.

What are the other four preconditions for success which collaborators of all types across the nation have identified as critical?

- Positive attitudes toward participating agencies and the idea of collaboration
- Recognized need for the collaboration
- Awareness of potential partners
- Capacity for maintaining the collaboration over time

- *"Community collaboration needs more support to truly succeed. Turf is more important to some than client needs."*

Collaboration does not occur without costs. The guiding wisdom is that collaboration **ultimately** results in more streamlined, more efficient, and more effective services for children and families. Towards those goals, however, there are new types of energy to be generated and expended, and expectations of loss of autonomy to cope with.

■ *Loss of autonomy*

Turf, indeed, is an issue. The blending of organizational missions, the sharing of resources, and the spreading of client services across organizations results in a loss of autonomy. It's a fact of life in collaboration. Participants need to understand up front that lines of authority and perceptions of responsibility will change when collaborations result in new organizational forms. The best preparation for all involved includes keeping lines of communication permanently open and active so that participants can focus on the developing new structure and its purpose, understanding that **everyone** will experience this "turf shift," keeping the focus continually on the client as the beneficiary of more effective organizational design, and gradually learning the

CONTINUED INSIDE

COLLABORATION

BY C. RALPH ADLER AND PATRICIA SEPPANEN

COLLABORATION!

CONTINUED FROM COVER

new benefits of shared authority and responsibility. Partners must also create a mechanism for diagnosing problems and developing workable solutions.

■ Expenditures of staff time, energy, and thought.

While collaboration makes sense, it isn't easy. Entering a collaborative mode does **not** mean that participants will have an easier job or that there will be less for everyone to do. To sustain the collaboration and constantly monitor the health and effectiveness of the relationship, lots of new kinds of staff thinking, time, and energy are needed to plan, maintain, monitor, and change the collaboration, as needed, over time. Collaborations are dynamic, fluid arrangements when well designed; they cannot be left "on their own" to continue on like a perpetual motion organization. And, as suggested above, the personal and emotional energy it takes to keep a collaboration going can be intense.

■ Money

If a collaboration succeeds in taking on a life of its own because it serves clients more incisively, it should result, ultimately, in a more efficient and effective use of funds than would have occurred with a number of organizations working independently. If a collaboration succeeds in taking on a life of its own by serving clients more incisively, it should use funds more efficiently than a number of organizations working independently. Collaborative arrangements like Even Start typically benefit from the infusion of additional funds and the reallocation or dedication of funds from participating agencies. If the collaboration works, it will accomplish results that no one agency could afford alone.

◆ *"Coordination with other agencies is essential."*

Coordination is certainly an essential component in the bigger collaboration picture. However, arrangements between organizations can take many forms on many levels, some more productive than others. When Even Start law and regulations were created, they called for programs to establish "collaborations" with other agencies. In the language of collaboration research, that requires the most extensive and interrelated type of working relationship, which is the spirit of Even Start. Here's how the three categories of working relationships are more formally described. Use them as a personal check on the relationships among agencies and programs involved with your Even Start program. Where does each relationship fit on the continuum? Where would you like the relationship to be?

■ Outreach

Outreach is the simplest form of interaction between organizations in a community. The focus is strictly on sharing information about services, sharing concerns about the need for other types of services, or the referral of clients to and from a program. Typically there is very little joint decision making or joint delivery of services. This means there are few demands on the program funds for cooperative activities.

A Collaboration Checklist

What factors are helping or hindering your collaboration efforts?

POSITIVE

Many factors work to make or break collaborations. Here are two lists to help you get a sense of which factors might be at work in your collaborative relationships in Even Start. Which ones are present in your program? Which ones might need the most work?

Factors which help collaboration

- ☐ Perception that the collaboration is needed
- ☐ Benefits outweigh the costs
- ☐ Positive attitudes
- ☐ Consensus between administrators and staff
- ☐ Players see each others as valuable sources/resources
- ☐ Ability to maintain program identity, prestige, and power
- ☐ Reward system for staff who reinforce the collaboration
- ☐ Accessibility to other organizations
- ☐ Positive evaluations of other organizations and their staffs
- ☐ Similarity or overlap in resources and goals.
- ☐ Common commitment to families (parents and their children)
- ☐ Common definitions, ideologies, interests, and approaches
- ☐ Perception of partial interdependence
- ☐ Good history of relations
- ☐ Procedures have been standardized across organizations
- ☐ Occupational diversity of staff that is complementary
- ☐ Leaders favor the collaboration
- ☐ Chances exist for regular contact and exchange of information
- ☐ Existence of boundary-crossing roles
- ☐ Compatibility or similarity of organizational structures

Factors which can hinder collaborations

- ☐ Vested interests of program or other agencies
- ☐ Perception of threat, competition for resources or clients
- ☐ Perception of loss of program identity
- ☐ Perception of loss of prestige or role as "authority"
- ☐ Lower service effectiveness
- ☐ Alienation of some families
- ☐ Inability to serve new families who would be drawn to the progr
- ☐ Differing leadership styles
- ☐ Differing professional background of staff
- ☐ Disparities in staff training
- ☐ Different priorities, ideologies, outlooks, or goals for families
- ☐ Lack of a common "language"
- ☐ Staff members don't favor the collaboration
- ☐ Negative evaluations of other organizations
- ☐ Imperfect knowledge of other agencies in the community
- ☐ Poor history of relations
- ☐ Costs in terms of resources of staff time outweigh benefits
- ☐ Lack of communication among higher level staff
- ☐ Bureaucracies that inhibit internal, external communic
- ☐ Centralization of authority, "red tape"
- ☐ Little staff time devoted to boundary-crossing roles
- ☐ Differences in priorities, goals, tasks
- ☐ High staff turnover
- ☐ Other organizations have little to offer

■ Cooperation

Even Start programs may make the mistake of thinking they are involved in a collaborative relationship when really it is cooperative, a category which implies a greater degree of interaction than "outreach" but less than complete collaboration. Cooperation takes the form of informal agreements between organizations to improve the quality of the program, or to increase efficiency by sharing resources such as buildings, equipment, or staff. Organizations may also share responsibility for particular services, such as child care, counseling, or transportation.

Because the commitment of organizational resources is modest, the relationship is typically less formal and therefore much more difficult to maintain. It is generally dependent on the informal agreements between the initiators and, as a result, can be vulnerable to staff turnover: when the individuals who started the cooperative arrangement leave, the relationship falls apart.

The main difference between cooperative and collaborative initiatives: In collaborative relationships (described below) a unique new programmatic entity is created, in which participating organizations share responsibility for goal setting, decision making, resource contributions, and commitments.

■ Collaboration

Collaboration usually leads to the creation of a distinct, new program with an identity which is separate from the participating organizations. It typically requires the ongoing commitment of staff and/or financial resources by each organization. Organizations may agree to divide program activities among themselves, or a third party may organize activities and responsibilities of each unit. This type of linkage is perhaps the most difficult and time-consuming to develop and maintain, because it requires joint goals, decisions, and actions, as well as involvement of both top-line administrators and service providers.

Look over the checklists on these pages to orient yourself to your Even Start program's strengths and weaknesses in terms or your collaborations.

NEGATIVE

BEST COPY AVAILABLE

PULLING TOGETHER...CONTINUED FROM COVER

nity services and organizations, both for maximum effect and fiscal efficiency. The community, in productive ways, gathers around individual families in supportive service; this is the essence of collaboration—a second essential building block of Even Start.

Collaboration isn't always easy, especially for agencies and institutions that may not be used to working together. I've made it a priority as Assistant Secretary for Elementary and Secondary Education to find ways for agencies to collaborate more effectively, especially those that are federally funded. Organizations that spring from federal initiatives and funding must work towards a more connected understanding of how families can be served, and how the strengths of different agencies can be brought to bear to serve family interests and needs.

This issue of the Even Start newsletter covers some of the most essential concepts of collaboration. I'd like to offer my help by suggesting some of the federal programs that make ideal Even Start collaborators:

Chapter 1. Even Start and Chapter 1 are natural partners. Many Chapter 1 districts offer early childhood programs, with large numbers of already identified children—leading to potential Even Start client families. As forerunners in designing parent involvement programs, Chapter 1 can be a great resource for training Even Start personnel on working effectively with parents, especially in terms of helping parents understand issues of transition as children prepare for school.

Head Start. Services to children through Head Start may also be accessed by Even Start programs, including early childhood education programs, child care, needs assessment for children (through networks developed under the Individuals with Disabilities Education Act), and transportation. Head Start has developed highly effective recruiting techniques and outreach efforts such as home visiting programs, two other areas where Even Start personnel might pick up some ideas. Think of Head Start, Chapter 1 and Even Start as partners on a continuum: depending on your program's design, your family clients may actually take part in Head Start or Chapter 1 programs, or be served by them through transition activities. These programs also share philosophical similarities with Even Start, such as understanding the value of involving parents in the design and implementation of policies and programs.

Other federal programs. As a program that serves the "whole family" in its quest to strengthen relationships through literacy events, Even Start must also take advantage of the resources offered through the Joint Training Partnership Act, JOBS, Chapter 2, Voluntary Literacy Programs, Education of the Handicapped Act, and Adult Education Act—all programs that have targeted adult or family education or literacy skills.

Other community resources. Every American Community is served by groups of people who are helping to sustain the education, health, and wellbeing of its residents. I urge you to seek out these organizations, talk with them about how they might work together with Even Start, and build productive collaboration bridges. Look to local and state welfare and education offices, religious service groups, charitable and volunteer agencies, day care providers, and health agencies.

While Even Start regulations require collaborations with some agencies, some of the most valuable collaborations will come from your creative ideas. You know your community well, and what it has to offer. I encourage you to create and innovate, and to be flexible.

Make the connections and make them work. Good luck!

QUESTIONS?

Q ***Why are Even Start programs required to collaborate with other agencies?***

A Section 1054(b)(7) of the Act reflects awareness that several other programs may address the needs of parents and children eligible for Even Start. It is the purpose of Even Start to successfully combine adult education for parents and quality educational experiences for children into a single program.

For example, the work of Even Start will be to create an environment in which motivation for literacy will be enhanced through effective parenting. In many cases, there may already be existing programs and other community resources for these purposes. Rather than supersede or compete, Even Start funds are intended to build on these already existing resources in order to create an integrated family literacy program.

Given the limited size of the Even Start authorization and the large number of existing local, state, and federal programs focused on literacy and early childhood education, it is critical that applicants use Even Start funds as the extra piece needed to fashion a complete Even Start family literacy program from these various sources of support.

CONTINUED ON BACK

QUESTIONS?

CONTINUED FROM INSIDE

Q ***How may Even Start projects collaborate with other agencies?***

A Even Start projects are cooperative projects that should build on existing community resources in two ways:

■ **Preparation of an application and project management.** Applicants are required to collaborate in preparing the proposed project application and running the project. An LEA must collaborate with a community based organization, public agency, institution of higher education, or other non-profit organization; a non-profit organization must collaborate with a LEA. (See section 1052(d)(1) of the Act.)

This collaboration, together with other aspects of project planning, helps ensure practical and effective ways to identify and recruit eligible applicants, identification of relevant programs with which the project should coordinate, and identification of research and other information needed to design quality proposals. Special training and other services essential to successful projects may be provided by other organizations.

■ **Projects serving similar populations.** Funded projects are required to coordinate with other programs serving similar populations, specifically, programs funded under Chapter 1, relevant programs under Chapter 2, the Individuals with Disabilities Act, the Job Training Partnership Act, and Head Start, Volunteer Literacy, and other relevant programs. (See sections 1054(b)(7) abd 1056(b)(4) of the Act.)

RESOURCES

Harvard Family Research Project. *Building Partnerships: Models of Family Support and Education Programs.* Cambridge: HFRP.

This booklet contains profiles of five diverse programs working out a better future for children through family-focused and comprehensive service delivery. The programs are: North Dakota's Child Welfare Reform Initiative, Iowas Decategorization Project, Florida's Full Service Schools, Brattleboro's (Vermont) Early Education Services, and Boston's (Massachusetts) Medical-Legal Services Project. Each profile includes a history of the initiative, a description of the program, and reflections on the past and future by the state- or local-level director. The goal of this booklet is to provide policy makers, advocates, and administrators with concise information on policy development and the program characteristics of these five varied approaches to attaining comprehensive services.

These five programs represent efforts to transform public service systems that deal with children, families, and communities, exemplifying the characteristics of the evolving comprehensive approach of the 1990's. The programs combine services to meet the multifaceted goals and needs of families. They encourage cooperation and collaboration among agencies and attempt to institutionalize mechanisms for initiating and sustaining this collaboration. These programs involve participants on advisory boards, serving as resources for one another, and they evolve to meet participant concerns through individual or community-based assessment. They also strive to be sensitive to the cultural characteristics of the communities they serve. Local empowerment is part of this new way of doing business and it operates at every level: for the individual, the family, the staff, and the community.

While they share a common, family support philosophy, the five programs' patterns of service delivery and strategies of advancing systemic change differ. Different agencies—education, health and social services—take the lead role in mobilizing the resources to transform the service delivery system. This reflects the range of possible entry points for collaboration and approaches to making service systems more responsive to community conditions. Because the interest in collaboration spans many levels of the public service system, the programs also illustrate both state and local initiatives.

Other Selected Readings on Collaboration

Department of Health and Human Services (January, 1991), *Service Integration: A Twenty Year Retrospective.* Washington, D.C.: Office of the Inspector General.

Florida Department of Education (Winter 1991). *Working Smarter in a Shared Service Network: A Resource and Planning Guide.*

Joining Forces, American Public Welfare Association, Center for Law and Social Policy, Council of Chief State School Officers and Education Commission of the States (January 1992). *Confidentiality and Collaborations: Information Sharing in Interagency Efforts.* Washington, D.C.: Education Commission of the States.

Kagan, Sharon L. (1991) *United We Stand: Collaboration for Childcare and Early Education Services:* New York: Teacher's College Press, Columbia University.

Levy, Janet E., Kagan, Sharon L., and Copple, Carol (1992). *Are We Ready? Collaboration to Support Young Children and Their Families.* Washington, D.C.: American Public Welfare Association and Council of Chief State School Officers.

Melaville, Atelia and Blank, Martin (January 1991). *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services.* Washington, D.C. Education and Human Services Consortium.

National Association of School Boards of Educations (1991). *Caring Communities: Supporting Young Children and Families.* Alexandria, VA.

National Health/Education Consortium (February 1992), *Creating Sound Minds and Bodies: Health and Education Working Together.* Washington, D.C.

Robinson, Estelle R. and Mastny, Aleta You (1989). *Linking Schools and Community Services: A Practical Guide.* New Brunswick, NJ: Rutgers University.

What's Your Story?

Do you have an Even Start story, lesson from experience, or unusually effective program approach or design that you'd like to share with other Even Start grantees? Look at Even Start will accept your ideas for consideration as brief articles or program profiles in future editions. Send your ideas or stories to:

Look at Even Start
c/o Mary Jean LeTendre
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801

3 Additional Resources

QUICK REFERENCE LIST

ANNOTATED BIBLIOGRAPHY

RESOURCE ORGANIZATIONS

BIBLIOGRAPHY: QUICK REFERENCE LIST

Title	Author/Source/Date	Type	Pages
MULTICULTURAL RECRUITING/TRAINING			
The Point of Multiculturalism	Fairfax, VA: Fairfax County Office for Children, 1993	Booklet	10
Developing Intercultural Awareness: A Cross-Cultural Training Handbook	L.R. Kohls & J.M. Knight Intercultural Press, Inc. 1994	Book	158
"Ethnicity in Parenting: A Perspective on Families and Cultural Identity"	Lori L. Santo Family Resource Coalition Report 1985, Vol 4., No. 2, pp. 6-7	Article	2
"Family Resource Programs in the Hispanic Community"	Joe Citro Family Resource Coalition Report 1987, Vol.6, No. 2, p. 9	Article	1
Focus on Parents: Strategies for Increasing the Involvement of Underrepresented Families in Education	Boston, MA: Office of Community Education, Massachusetts Department of Education 1989	Information Packet	39
"Multicultural Icebreakers"	Susan Hales, Project Coordinator Spokane, WA: Spokane County Head Start/ECEAP, 1993	Information Packet	16
Anti Bias Curriculum: Tools for Empowering Young Children	Louise Derman-Sparks and the A.B.C. Task Force Washington DC: NAEYC 1989	Book	149
Developing Roots and Wings: A Trainer's Guide to Affirming Culture in Early ChildhoodPrograms	Stacey York Beltsville, MD: Gryphon House 1992	Book	212
"Taking a Culturally Sensitive Approach in Infant-Toddler Programs"	Janet Gonzalez-Mena Young Children January 1992, Vol.47, No.2, pp. 4-9	Article	6
Immigrant Learners & Their Families	Gail Weinstein-Shr & Elizabeth Quintero McHenry, IL: Delta Systems 1994	Book	125
Working with African American Families: A Guide to Resources	Carolyn Ash Family Resource Coalition 1994	Notebook	100+

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COMMUNICATING WITH PARENTS			
African American Families Special Focus	Multiple Authors Family Resource Coalition Volume 12, Number 1 Spring 1993	Magazine	28
"Dispelling Myths and Building on Strategies: Supporting African-American Families"	Robert B. Hill	Article	3
"The Nguzo Saba: African-Centered Values as Tools for Family Assessment, Support, and Empowerment"	Maiska Sullivan	Article	2
"A Culturally Sensitive Approach to Primary Prevention: The Pan Asian Model"	Beverly C. Yip Family Resource Coalition Report 1985, Vol.4, No. 2, p. 8	Article	1
"Fresno Schools, Hmong Refugees Seek Common Ground"	William Snider Education Week December 5, 1990	Article	4
"Invisibility in the Data, Invisibility in the Policy: The Latino Family and Public Policy"	Harry Pachón and Louis DeSipio Family Resource Coalition Report 1987, Vol.6, No. 2, p. 3	Article	1
Working With Fathers: Methods and Perspectives	The Minnesota Fathering Alliance nu ink unlimited 1992	Book	220
Just Say It! How to Write for Readers Who Don't Read Well	Catherine Baker PLAN Inc. 1992	Manual	8 parts
"The Language Barrier and Family Stress: Taking the Extra Step"	Rodger E. Cryer Family Resource Coalition Report 1989, Vol.8., No. 2, p.8	Article	1
"Some Facts in Understanding Latino Families"	José Hernández Family Resource Coalition Report 1987 Vol.6, No. 2, p. 2	Article	1
"Working Effectively with Asian Immigrant Parents"	Esther Lee Yao Phi Delta Kappan November, 1988, Vol.70, No.3, pp. 223-225	Article	3
Working with families: Promising programs to help parents support young children's learning. Summary of findings.	Barbara Good son, et al. Cambridge, MA: Abt Associates, Inc. 1991	Book	165

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COMMUNITY NEEDS ASSESSMENT			
Charting a Course: Assessing a Community's Strengths and Needs.	Charles Brunner, et al. New York, NY: National Center for Service Integration 1993	Booklet	39
Community Assessment and Planning: An Effective Strategy for Developing Family Support Programs and Services	Chicago, IL: Family Resource Coalition. 1994	Booklet	18
Community Needs Assessment Techniques: Coping With Growth	Lorna Michael Butler and Robert E. Howell Corvallis, OR: Development Center, Oregon State University 1980	Booklet	23
Head Start Connections: A Mainstream Guide to Assessing Community Needs	Christine Lehman, Chicago, IL: Region V, Office of Human Development 1986	Booklet	47
COMMUNITY PARTNERSHIPS			
Getting Started: Planning a Comprehensive Services Initiative	Carolyn Marzke and Deborah Both National Center for Service Integration 1994	Booklet	23
Together We Can: A Guide for Crafting A Profamily System of Education and Human Services	Atelia Melville and Martin Blank Washington DC: U.S. Government Printing Office 1993	Mono-graph	157
"Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services"	Charles Bruner Washington, DC: Institute for Education Leadership 1991	Article	30
What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services	Atelia Melaville and Martin Blank Washington, DC: Institute for Education Leadership 1991	Mono-graph	55
Who Should Know What? Confidentiality and Information Sharing in Service Integration	Mark I. Soler and Clark M. Peters National Center for Service Integration 1993	Booklet	19

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ANNOTATED BIBLIOGRAPHY

Ash, Carolyn. (1994). ***Working With African American Families: A Guide to Resources.*** **Chicago, IL: Family Resource Coalition.**
This loose-leaf style book includes more than 100 pages of upbeat annotated resource references highlighting useful books and articles, curricula, and national and local organizations. Appendices include the 1993 special focus issue of the FRC Report: *It Takes a Whole Village to Raise a Child.*

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

Cost: $35.00 nonmembers, $25.00 members

Baker, C. (1992). ***Just say it! How to write for readers who don't read well.*** **Washington, DC: Plan, Inc.**
A training manual designed to help writers reach the tens of millions of Americans who read below the high school reading level. Included are: the case for plain language; lessons in plain language; a case study; a workshop guide; samples of plain language materials; resources; and an annotated bibliography.

Available from: PLAN Inc.
1332 G Street, SE
Washington, DC 20003
(202) 547-8903

Cost: $54 (5 copies or more $49)

Bruner, Charles (1993). ***Charting a Course: Assessing a Community's Strengths and Needs.*** **New York, NY: National Center for Service Integration.**
This booklet is designed to guide community collaborations and collaborative groups as they initiate and conduct community assessments. It can help communities think about how they can develop their own strategies to improve the content, timeliness, targeting, and coordination of services. It also offers suggestions on deciding how much time, effort, and resources to dedicate to formally assessing community needs and resources as part of a service integration initiative. Included are an annotated bibliography and an appendix: Linking Goals and Community Assessments.

Available from: NCSI Information Clearinghouse
National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, NY 10032
(212) 927-8793 FAX: (212) 927-9162

Cost: $4.00

Bruner, Charles (1991). ***Thinking collaboratively: Ten questions and answers to help policy makers improve children's services.*** **Washington, DC: Education and Human Services Consortium.**
A question and answer format is used in this guide to explore how to best foster local collaboration. It includes chapters on: the definition and purpose of collaboration; state roles and strategies in fostering local collaboration; and the role of the private sector with a discussion of possible negative consequences of collaboration. Checklists are provided to quickly assess key issues in interagency initiatives, demonstration projects, and state reforms. There is an appendix of resources for additional information on collaboration, and examples of exemplary initiatives.

Available from: Institute for Education Leadership
1001 Connecticut Ave., NW, Suite 310
Washington, DC 20036-5541
(202) 822-8405

Cost: $3.00, no cost for shipping if prepaid

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Butler, Lorna Michael, & Howell, Robert E., (1980). ***Community needs assessment techniques: Coping with growth.*** **Corvallis OR: Western Rural Development Center, Oregon State University.**
Following a brief discussion on the purpose of community needs assessment, this booklet explains the advantages and disadvantages of assessment techniques. Sources for further information about each technique are cited.

Available from: Western Rural Development Center
Oregon State University
Corvallis, OR 97331
(503) 737-3621
Cost: $1.00 (also in ERIC ED252358)

Citro, Joe. (1987). "Family resource programs in the Hispanic community." ***The Family Resource Coalition Report,*** **8(2), 9.**
Ten guidelines are given for starting a family resource center within a Hispanic community, based on lessons learned while creating Family Place in Washington, DC.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900
Cost: $3.00 nonmembers, $2.00 members

Cryer, Roger E., (1989). "The language barrier and family stress: Taking the extra step." ***The Family Resource Coalition Report,*** **8(2), 8.**
The principal of McKinley Neighborhood School in San Jose, California, describes his efforts to understand the cultural background of his students' immigrant and refugee families. The language/communication barriers the families face affect a variety of areas of their lives, from family discipline to the ability to use public transportation. He believes that viewing the school as a "therapeutic community" will result in a caring school environment, higher achieving children, and healthier families.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900
Cost: $5.00 nonmembers, $4.00 members

Derman-Sparks, Louise, & the A.B.C. Task Force. (1989). ***Anti-bias curriculum: Tools for empowering young children.*** **Washington, DC: NAEYC.**
"Children are aware very young that color, language, gender, and physical ability differences are connected with privilege and power...[but]... young children can begin the journey toward antibias identity and attitude." Derman-Sparks presents theoretical information and a hands-on curriculum to implement multiculturalism in the preschool setting. Included are sections devoted to working with parents, analyzing children's books for sexism and racism, and a stereotype worksheet.

Available from: NAEYC
1509 16th Street, NW
Washington, DC 20036-1426
(800) 424-2460 (202) 232-8777 FAX: 202-328-1846
Cost: $7.00, plus 25% shipping

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Fairfax County Office for Children. Division of Early and Middle Childhood Programs. Head Start/SACC/ Transition Project. *The point of multiculturalism.* Fairfax, VA: Author.
Head Start's multicultural principles can be divided into three goals: appreciating our roots, standing up for ourselves and others, and creating a sense of belonging. This booklet specifies do's and don'ts for putting those principles into action in an early childhood education program setting, as well as a clear rationale for a culturally-sensitive curriculum.

Available from: Ms. Mogaines
Fairfax County Office for Children
Division of Early and Middle Childhood Programs
3701 Pender Drive
Fairfax, VA 22030
(703) 218-3850

Cost: negotiable

Family Resource Coalition. (1994). *Community Assessment and Planning: An Effective Strategy for Developing Family Support Programs and Services.* Chicago, IL: Author.
According to this booklet, the first step communities should take in building support networks for families is to conduct a community resource assessment for families. It then discusses the three components of developing a community-based approach to designing and implementing the family centers and family support programs. Part one: Developing a community profile regarding the well-being of children and families within neighborhood and community. Part two: Getting family perspectives on the problems and needs of the community. Part three: Collecting information about the location and extent of existing services and supports for children and families. Includes a list of key conditions for community assessment, a problem analysis, a list of questions to ask when conducting a resource assessment, and discussion points about conditions, needs, and problems.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

Cost: $5.00 nonmembers, $4.00 members

Gonzales-Mena, Janet. (1992, January). "Taking a culturally sensitive approach in infant-toddler programs." *Young Children,* 47(2), 4-9.
Helping caregivers to realize the impact of culture in everyday interactions with young children and their families is the theme of this article. Anecdotes depict caregivers and parents working through conflicts in the context of their cultural backgrounds.

Available from: NAEYC
1509 16th Street, NW
Washington, DC 20036-1426
(800) 424-2460 (202) 232-8777 FAX: 202-328-1846

Cost: $5.00, plus 25% shipping

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Goodson, Barbara Dillon, Swartz, Janet P., & Millsap, Mary Ann. (1991). ***Working with families: Promising programs to help parents support young children's learning. Summary of findings.*** **Cambridge, MA: Abt Associates, Inc.**

This report presents findings from an analysis of 17 promising family education programs. These programs represent a variety of approaches to family education and most utilize multiple strategies in order to work effectively with families who have very different skills. Chapters include: context for the study; overview of family education programs in the study; recruiting families; sustaining family participation; staffing family education programs; curriculum and methods; collaborating with the public schools; evaluating family education programs; and conclusions and discussion. Also included are: description of the study methodology; program descriptors; and program contacts.

Available from: Abt Associates, Inc.
55 Wheeler Street
Cambridge, MA 02138-1168
(617) 492-7100 FAX: (617) 492-5219

Cost: $18.60, plus $2.00 shipping

Hales, Susan. (1993). ***Multicultural icebreakers.*** **Spokane, WA: Multicultural Infusion Project/Spokane County Head Start/ECEAP.**

This collection of discussion topics and activities is intended to spark interest in learning about one's own family's culture, and the culture of other families. Activities are lively and practical, and range from using maps to show one's birthplace to participating in a potluck of special family foods. A presenter's guide is provided.

Available from: Spokane County Head Start
4410 Market Street
Spokane, WA 99207
(509) 533-8060

Cost: $15.00 for the manual *Looking in, looking out* which includes the article.

Hernández, José. (1987). "Some facts in understanding Latino families." ***The Family Resource Coalition Report,*** **6(2), 2.**

A brief overview of demographic information on Latino education, employment, country of origin, and teenage parenting trends is presented in this article. A "youthening" trend in the Latino population has resulted in the projection that twenty percent of American children in the next century will be of Latino origin.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

Cost: $3.00 nonmembers, $2.00 members

Hill, Robert B. (1993, Spring). "Dispelling myths and building on strategies: Supporting African American families." ***The Family Resource Coalition Report,*** **12(1), 3-5.**

The author describes the negative myths attributed to African American families and calls for strategies that use the strengths of the African-American family to generate solutions. These strengths which include striving to achieve, a strong work ethic, flexible family roles, kinship bonds, and religious orientation, are described and the implications for changing the stereotypes are examined.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

Cost: $5.00 nonmembers, $4.00 members

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Kohls, L.R. & Knight, J.M. (1994). ***Developing intercultural awareness: A cross-cultural training handbook.*** **Yarmouth, ME: Intercultural Press.**
The handbook opens with outline designs of one- and two-day cultural-awareness workshops. The body of the book, presented in twenty-one "Resource" sections, is given over to the training materials which include simulation games, case studies, ice-breaking activities, values, communication, and other exercises. The appendices include a bibliography and guides to simulation games, films, and video.

Available from: Intercultural Press, Inc.
P.O. Box 700
Yarmouth, ME 04096
(207) 846-5168 FAX: (207) 846-5181
E-mail: intercultural@mcimail.com
Cost: $15.95, plus $2.00 shipping at book rate, $4.00 for UPS

Lehman, Christine, (1986). ***Head start connections: A mainstream guide to assessing community needs.*** **Chicago, IL: Head Start Region V.**
This booklet includes a resource awareness survey to determine how much the community knows about Head Start, a community resource checklist, and a project planning calendar chart.

Available from: ERIC ED267901 (800) 443-3742
Cost: varies

Marzke, C., & Both, D. (1994). ***Getting Started: Planning a Comprehensive Services Initiative.*** **New York, NY: National Center for Service Integration.**
This booklet describes the benefits of establishing a comprehensive services initiative. It is designed to help those beginning the process by summarizing some of the questions and issues that are important to consider when planning an initiative. Included is an annotated resource list.

Available from: NCSI Information Clearinghouse
National Center for Children in Poverty - Columbia University
154 Haven Avenue
New York, NY 10032
(212) 927-8793 FAX: (212) 927-9162
Cost: $4.00

Melaville, Atelia, and Blank, Martin, (1993). ***Together we can: A guide for crafting a profamily system of education and human services,*** **Washington, DC: Education and Human Services Consortium.**
This guide was developed to help communities improve the coordination of education, health, and human services for at-risk children and families. *Together We Can* leads the reader through a five-stage collaborative process with milestones and land mines portrayed through vignettes and case studies. Recognizing that current systems of programs are often fragmented, confusing, and inefficient, the guidebook advocates a radical change in the service delivery system, encouraging a holistic approach to treating the problems of children and families. It advocates easy access to comprehensive services; early detection of problems and preventive health care services; and flexibility in the use of federal and state funds for education, health, and human services.

Available from: U.S. Government Printing Office
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250
(202) 783-3238
Cost: $11.00 065-000-00563-8

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Melaville, Atelia, and Blank, Martin, (1991). ***What it takes: Structuring interagency partnerships to connect children and families with comprehensive services.*** **Washington, DC: Education and Human Services Consortium.**
Part I discusses the kind of prevention, treatment, and support services that children and families need to succeed, and examines why the current system so often fails them. A distinction is made between limited cooperative efforts and more intensive collaborative arrangements. Five factors affecting the ability of local efforts to launch successful collaborative efforts are examined. Part II illustrates these five factors using a sampling of current interagency initiatives. Part III is intended as a working tool for policymakers, administrators, and practitioners to use in their conversations about interagency partnerships, and includes a section "Guidelines for Practitioners," and a feedback form.

Available from: Institute for Education Leadership
1001 Connecticut Ave., NW, Suite 310
Washington, DC 20036-5541
(202) 822-8405
Cost: $3.00, no cost for shipping with prepaid orders.

Minnesota Fathering Alliance. (1992). ***Working With Fathers: Methods and Perspectives.*** **Stillwater, MN: nu ink unlimited.**
This hands-on guide offers programs and fathers support, information and parenting skills. The authors practice what they preach. Chapters include: "Fathers and Cultural Influence, "Planning Programs: What Do Fathers Want?," "Building Intimacy and Parenting Skills Though Father-Child Activity Time," "What Men Want to Know About Parenting," and selections on single fathers, young unmarried fathers, and fathers with special needs children.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900
Cost: $22.00 Item No. XO23

Pachón, H., & DeSipio, L. (1987). "Invisibility in the data, invisibility in the policy: The Latino family and public policy." ***The Family Coalition Report,*** **6(2) 3.**
Policymakers attempting to craft public programs to serve Latino families often base their program design on "federal and state welfare data which are not collected nor published in a manner that allows for the analysis of salient characteristics of the Latino family or the distinctive character of Latino subgroups." This article highlights salient characteristics of the Latino family, and urges policymakers to prioritize the gathering of reliable Hispanic data.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900
Cost: $3.00 nonmembers, $2.00 members

Santo, Lori. (1985). "Ethnicity in parenting: A perspective on families and cultural identity." ***Family Resource Coalition Report,*** **4(2), 6-7.**
The author explores the significance of ethnicity to family life, and one's "parental identity." Based on her work with the parental identity projects of the American Jewish Committee's Institute of American Pluralism, the author describes some preliminary assumptions about parental identity and areas of family life warranting further research. A videotape of parents from five ethnic communities attempting to define the role of ethnicity in their identity as parents is offered for rental.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900
Cost: $3.00 nonmembers, $2.00 members

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Snider, William. (1990). "Fresno schools, Hmong refugees seek common ground." ***Education Week*****, December 5, 1990.**
The clash of cultures between Hmong refugees and the residents of Fresno, California, has forced the school district to re-examine "everything from their bilingual education program to the content of the curriculum, the training of teachers, and their relationships with other social service agencies." This article details their efforts to assist the newcomers with the cultural dissonance they encounter.

Available from: Back Issues
Education Week
Suite 250
4301 Connecticut Ave., NW
Washington, DC 20008
(202) 686-0800

Cost: $6.00, credit card or money orders only

Soler, M.I., & Peters, C.M. (1993). ***Who Should Know What? Confidentiality and Information Sharing in Service Integration.*** **New York, NY: National Center for Service Integration.**
This booklet is the result of legal research, literature reviews, and extensive discussions with both public officials and agency personnel. Soler and Peters show that agencies can successfully share information yet still respect the rights and interests of children and families. Includes a checklist and an annotated resource list.

Available from: NCSI Information Clearinghouse
National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, NY 10032
(212) 927-8793 FAX: (212) 927-9162

Cost: $4.00

Sullivan, Maiska. (1993, Spring). "The Nguzu Saba: African-centered values as a tool for family assessment, support, and empowerment." ***The Family Resource Coalition Report,*** **12(1), 6-7.**
As a social worker and educator, the author found that Eurocentric institutions of learning had provided her with a poor theoretical and conceptual framework for studying and working with African American families. She demonstrates the use of the Nguzu Saba (Seven Principles) of unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith, to assess and aid African American families in need.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

Cost: $5.00 nonmembers, $4.00 members

Weinstein-Shr, Gail & Quiniero, Elizabeth. (1994). ***Immigrant Learners & Their Families.*** **McHenry, IL: Delta Systems Co., Inc.**
Drawing on the experiences of learners and educators across the country, this collection provides examples of innovative models of intergenerational programs, curricula, and program evaluation. A vision is described for educational practice that taps the resources of families and communities and heals the generations as children and adults depend on each other for adapting to life in a new setting.

Available from: Delta Systems Co., Inc.
1400 Miller Parkway
McHenry, IL 60050

Cost: $12.95, 10% shipping, $1.50 handling

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Yao, Esther Lee. (1988). "Working effectively with Asian immigrant parents," *Phi Delta Kappan*, 70(3), 223-225.
The unique cultural characteristics of Asian immigrant parents must be considered when planning school-parent involvement. This article explores the cultural beliefs of the Asian immigrant population, provides a discussion of barriers to their participation, and gives suggestions of more inclusionary strategies.

Available from: Phi Delta Kappa
P.O. Box 789
Bloomington, Indiana 47402
(812) 339-1156

Cost: no cost

Yip, Beverley C. (1985). "A culturally sensitive approach to primary prevention: The Pan Asian model." *The Family Resource Coalition Report*, 4(2), 8.
The article highlights the challenges Pacific Asian immigrants and refugees face in adjusting to life in the United States. The need for programs addressing problems of cultural dissonance, social isolation, and self-esteem in this group is illustrated.

Available from: The Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604
(312) 341-0900

Cost: $3.00 nonmembers, $2.00 members

York, Stacey. (1992). *Developing roots and wings: A trainer's guide to affirming culture in early childhood programs*. St. Paul, MN: Redleaf Press.
This guide is intended for trainers, directors, and college instructors to provide an empowering adult learning experience which will help teachers implement multicultural education. Among the topics featured are multicultural holidays and celebrations, culturally responsive child care, and discussing diversity with children.

Available from: Gryphon House
P.O. Box 207
Beltsville, MD 20704
(800) 638-0928

Cost: $24.95, plus $2.50 shipping

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RESOURCE ORGANIZATIONS

The following is a list of organizations which has been collapsed from a variety of sources. As with any organizational list, names, addresses and telephone numbers can quickly become outdated. In addition, organizations may or may not be able to respond to a request depending on individual dissemination practices and funding limitations.

Aspira Association, Inc.
1112 16th St., NW - Suite 340
Washington, DC 20036
(202) 835-3600

Aspira is a national education leadership organization for Hispanic people. It offers education resources and is conducting a parent involvement demonstration project in nine cities.

The Bureau for At-Risk Youth
645 New York Ave.
Huntington, New York 11743
(800) 99-Youth

Resources available through this organization help parents successfully face challenges. Short handouts called Helping Hand Cards and other resources are listed in their catalogue.

California State Department of Education
Office of Bilingual Education and Minority Language Affairs
Sacramento, California
(916) 657-2435

The office publishes a series of handbooks for teaching minority-language students. A free catalog is available.

The Cooperative Extension System
(listed locally under "county government")
U.S. Department of Agriculture
Washington, DC
(202) 720-3381

The Cooperative Extension System, utilizing a comprehensive program approach and drawing on the expertise of community based Extension professionals, offers, among other services, many programs of interest to those working with young children from low income familes.

Cross-Cultural Resource Center
California State University
650 University Avenue, Suite 101-B
Sacramento, California 95825
(916) 278-3708

Has produced Parenting Curriculum for Language Minority Parents. Parents with English as a second language can learn parenting skills using this curriculum. Ideas for language instruction are included for staff development in the lesson plans for each unit.

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Families and Work Institute
330 7th Avenue
New York, NY 10001
212-465-2044

This organization conducts research on employer policies and practices regarding families of employees and publishes materials to help create more family-friendly practices.

Family Resource Coalition
200 South Michigan Avenue
16th Floor
Chicago, Illinois 60604
(312) 341-0900

The NRC/FSP publishes the Family Resource Coalition Newsletter. They document and disseminate information on exemplary and innovative family support programs across the country. The Center also identifies and develops resource materials for policymakers and practitioners and provides technical assistance, training, and consulting in family support program design and operation.

Independent American Indian Review
Mimi McBride
4801 South Lakeshore Drive, Suite 200
Tempe, AZ 85282
(602) 839-8355

The Independent American Indian Review is a quarterly publication written by and about American Indians. There are articles on contemporary American Indian role models, the varied Indian cultures, and traditional artists. There are also book reviews. The publication also serves as a link to American Indians who are available to speak or perform for student activities.

Intercultural Press
P.O. Box 700
Yarmouth, Maine 04096
(207) 846-5168

Intercultural Press is a veteran publisher of materials relating to the fields of intercultural relations and multiculturalism. Each year Intercultural Press publishes 12 to 15 books and produces five catalogs. A free catalog of materials and training is available.

National Black Child Development Institute
1023 15th Street, NW, Suite 600
Washington, DC 20005
(202) 387-1281

Dedicated to the welfare of black families, this institute offers resources related to child development, parenting, and early childhood. Their resource list includes literature appropriate for black children.

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National Center for Service Integration
Information Clearinghouse on Service Integration
c/o National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, New York 10032
(212) 927-8793 FAX: (212) 927-9162

The National Center for Service Integration (NCSI) seeks to improve life outcomes for families and individuals through the creative integration of education, health and other human services. The clearinghouse collects and organizes materials on service integration issues, strategies, and projects; develops and maintains a directory of organizations that can provide information and support to community-based programs; provides computer-assisted information searches and bibliographic services; convenes meetings to disseminate information and encourages the development of informal networks.

National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
(800) 321-NCBE or (202) 476-0867

The clearinghouse compiles information on materials, programs, research, and other resources that can help educators meet the challenge of educating limited English proficient students. A bimonthly newsletter, program information guides for practitioners, and articles on issues of current concern, as well as other information are available from this source at little or no cost.

National Council of La Raza (NCLR)
810 First Street, NE - Suite 600
Washington, DC 20002-4205
(202) 289-1380

This resource and advocacy organization works on behalf of the U.S. Hispanic population. Their national demonstration program includes tutoring services and parent education.

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 695-0285 or (202) 884-8200

This national clearinghouse offers information and a referral service, and provides support to parents and families of children and youth with disabilities. Their national and state resource sheets are periodically updated. They also offer fact sheets, parent guides, and newsletters.

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National Information Center on Deafness (NICD)
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002-3695
(202) 651-5051

This center acts as a resource clearinghouse on all aspects of deafness. It distributes information packets, fact sheets, bibliographies, and maintains a large library.

National Urban League
500 East 62nd Street
New York, New York 10021-8379
212-310-9000

The Urban League has a national education initiative with programs and materials on how parents can help students succeed in school and become partners in science and math education.

Rural America Initiative
919 Main Street, Suite 112
Rapid City, South Dakota 57701
(605) 341-3339

This organization strives to make effective community based programs available to meet the needs of Indian and rural populations. It focuses on children, youth, and families.

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